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ABSTRACT

This hand book is to be used in conjunction with Book Two of an English as a second language program for young aboriginal children. It outlines in detail suggested activities for each week of class, emphasizing oral and reading skills. There are numerous games, poems, and short stories. Also included are appendixes on teaching equipment, recommended books for children, and references for teachers, as well as an index to the rhymes and games in the handbook. (HW)

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DEPARTMENT OF EDUCATION
QUEENSLAND
BERNARD VAN LEER FOUNDATION PROJECT

HANDBOOK
FOR
FIRST YEAR EXPERIMENTAL
LANGUAGE DEVELOPMENT PROGRAM
BOOK TWO

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MARCH, 1973

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FOREWORD

This publication continues the first year experimental language development program which has been devised for use with young Aboriginal children in Queensland.

It results from the experimental activities undertaken at the Cherbourg and Palm Island schools and has been assisted by a grant from the Bernard Van Leer Foundation.

The work of the project from its inception has been supervised by a committee consisting of Dr N.W.M. Hart, Miss E.M. Outridge and Dr B.H. Watts. Together with the field staff which at present are Mrs J.V. Bennett, Miss J. Blacklock and Miss J. Koppe, the committee has worked with the teachers, children and parents at the two communities to devise the program now being made available for wider use.

Again I gratefully acknowledge the innovative contributions of Miss Koppe who has been primarily responsible for the compilation of the program. She has been competently supported by Miss Blacklock.

Our office staff, Miss R. Hendriksen and Mrs J. Murray, have also been invaluable members of the team which it is a pleasure to record has received the utmost cooperation from a wide range of persons and organisations including particularly the Department of Aboriginal and Island Affairs in Queensland and the Research and Curriculum Branch of the Department of Education.

It is our earnest wish that the experimental program will prove beneficial to many youngsters, especially the Aboriginal children of Queensland, and perhaps elsewhere.

N. D. Alford.

N.D. ALFORD

Director,
Bernard Van Leer Foundation Project,
Department of Education,
Queensland.

BERNARD VAN LEER FOUNDATION PROJECT
HANDBOOK FOR FIRST YEAR EXPERIMENTAL LANGUAGE DEVELOPMENT PROGRAM - BOOK TWO

CONTENTS

Page

SUGGESTED ACTIVITIES: BLOCK D - WEEKS 16-20 231

SUMMARIES
- (A) ORAL USE OF LANGUAGE AND READING 232
- (B) PERCEPTUAL SKILLS 233

1. ORAL USE OF LANGUAGE UNITS 252
2. READING 270
3. PERCEPTUAL SKILLS 281
4. DISCOVERY 291

SUGGESTED ACTIVITIES: BLOCK E - WEEKS 21-25 301

SUMMARIES
- (A) ORAL USE OF LANGUAGE AND READING 302
- (B) PERCEPTUAL SKILLS 303

1. ORAL USE OF LANGUAGE UNITS 322
2. READING 347
3. PERCEPTUAL SKILLS 365
4. DISCOVERY 376

APPENDIX A

SPECIAL EQUIPMENT SPECIFICATIONS 391

APPENDIX B

OTHER EQUIPMENT 396

APPENDIX C

RECOMMENDED BOOKS TO READ TO CHILDREN 414

APPENDIX D

RECOMMENDED READING BOOKS FOR CHILDREN 421

Page

APPENDIX E

SELECTED REFERENCE BOOKS FOR TEACHERS 423

APPENDIX F

INDEX OF FIRST LINES AND TITLES OF RHYMES 424

APPENDIX G

INDEX OF GAMES 429

ACKNOWLEDGEMENTS 432

SUGGESTED ACTIVITIES

BLOCK D - WEEKS 16 - 20

THEME: ANIMAL FAMILIES

In developing this theme, children's interest in the animals within their immediate environment may be used to advantage. The previous theme, "Home and Family", may be extended as children are led to notice differences between humans and other animals in caring for their young.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Animal Families					
Week	16	17	18	19	20
ORAL USE Listening to new units	we are we're	feminine gender - she her	(noun) are	you are	
Using new units	that's that is		we are I'm/he's/she's going to	(noun) are we are we're (p.252)	REVISION
Using familiar units		a big one a little one			
READING	That's That is a cat a dog	a big one a little one	I'm going to	He's going to She's going to	

(B) PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Investigating the change in pitch produced by striking containers holding varying quantities of fluid.

Relating the change in pitch produced by striking various suspended objects to their lengths - metal piping, spoons - and use of appropriate language units, e.g. *"That's the longest one."*

Using the terms "high" and "low" during activities involving either pitch discrimination or movement to music.

Recording animal sounds encountered in the environment. Replaying these and other suitable tapes for discussion and identification using, where possible, the language unit "That's".

Playing the listening game *"Which Sound Does Not Belong?"*, in which animal sounds may be used.

Attempting to identify, describe and reproduce a sound that was made.

Imitating animal sounds and sound sequences as suggested previously.

Vocal Sounds

Listening to stories and rhymes, saying rhymes which stress particular sounds.

Playing auditory discrimination games such as *"Same or Different?"* and *"Pointing"*.

Developing awareness of initial sounds through association with phonic characters in the game *"Which Word Does Not Belong?"* and through playing other phonic games, e.g. *"Phonic Story Completion"* game and a phonic version of *"I Spy"*.

Continuing activities with previously introduced puppets. Becoming familiar with *Googa Goanna* and her sound. Playing the game *"Googa Goanna likes ...."* Taking *Googa Goanna* on a walk and starting her collection, then her book.

Sorting labelled objects on magnetic board using phonic puppets thus increasing the children's awareness of sound-symbol relationships.

Locating in simple picture dictionaries the things which "belong" to particular puppets and to children in the group.

Rhyme

Listening to, saying and dramatizing rhymes.

Introducing new action rhymes.

Inventing and completing rhymes whose opening structure is sometimes supplied by the teacher, e.g.

"That's a pig.
He's very (big.)"

Nominating rhyming words in familiar couplets, e.g.

"Little Jack Horner
Sat in the corner"

or from a sequence of spoken words, e.g.

shoe, red, blue

Determining whether two words rhyme in the game *"Do They Rhyme?"*

Determining which word in a series does not rhyme, as the game *"Which Word Does Not Rhyme?"* is played.

Listening to stories which sharpen awareness of rhyme.

(ii) Visual Skills

Tachistoscopic Program

Matching single shapes, usually from Set B, with appropriately decreased exposure time.

Matching sequences, e.g. of two abstract shapes (Set B, p.213) and of two or three animals (Set A, p.212).

Matching of single shapes or sequences presented on a card which is briefly exposed if use of projected shapes is impracticable.

Providing some small group activities to extend all members of the class.

Other Training Activities

Matching pictures in visual association activities, using some materials related to the current theme, e.g. animal dominoes, picture matching cards, circuit boards or strip books to associate animals with their babies, with food that they eat or with their habitats.

Continuing previously suggested activities designed to develop perceptual skills, appropriately increasing difficulty level.

SUGGESTED DAILY PROGRAM - WEEK 16

MORNING TALK	LANGUAGE 1		
DAY 1 Henry Birthdays, ages, attendance, weather Colour of the day Talk - animal theme "Tell Me" Time Caption picture (p.272) Read captions News and chart "What's different?" (p.198)	ORAL "that's" 1. Talk about pictures in animal book, e.g. "That's a lizard" (p.255) 2. Detective Game "What's that?" "That's a ..." (p.256)	READING "That's" 1. Continue Detective Game , labelling with arrow cards (p.270) 2. Group reading e.g. recognition games (p.272) and practice reading with teacher	WRITING ETC. 1. Children read sentence on worksheet or chalkboard to teacher, then trace or copy sentence as others work with teacher 2. Free activity - use of circuit boards, typewriter, puzzles etc.
DAY 2 Henry Birthdays, ages, attendance etc. Colour of the day Talk - animal theme "Tell Me" Time, e.g. "... that can fly." Caption picture Read captions News and chart Detective Game and arrow cards	"that's" 1. Rhyme - "Rat-a-tat-tat", stressing final "t" (p.127) 2. Door-knocking game - "Who's that?" "That's Maggie."	1. Manipulation of units arising from door-knocking game e.g. "That's Maggie" 2. Commencement of class book using photographs of the children - teacher writes captions which children dictate e.g. "That's Hilary." Captions are read by individual children and by the group	Free Activity Writing on board; use of worksheets, puzzles, book corner, word matching strip books (p.132) etc.

DAY 3 Henry Attendance, weather etc. Colour of the day Talk - animal theme Caption picture Re-read captions displayed on walls etc. (p.275) News and chart "Tell Me" Time - "... something that is ..." (p.258)	1. Picture elimination game (p.29-30) 2. Identifying by small prepared substances in containers - "That's ..." 3. Detective game (p.256)	"That's", "a cat", "a dog" 1. Manipulation of units- "That's" plus picture units (p.270) 2. Matching units "a cat", "a dog" with and without illustration	1. Children watch teacher write sentence e.g. "That's a cat." 2. Children read sentence then trace or copy it on worksheets or chalk-board, adding illustration. 3. Free activity-children select puzzles, books etc.
DAY 4 Henry Attendance, weather etc. Colour of the day Talk, animal theme Captions News and chart Detective game, arrow cards "Peep-hole" (p.171)	1. Saying, listening to rhymes stressing new units (pp.259-263) 2. Missing words - "that's", "that is", "we are" items e.g. (p.258) 3. Classification of pictures in preparation for compiling book(s) (pp275-6)	1. Using sorted pictures, group begins compiling book(s) (p.275) 2. Recognition activities e.g. matching, portraying "a cat" etc. in response to unit card (p.271) 3. Group activities-some children manipulate units etc with teacher	1. While some children work with teacher, others use "circling" cards or sheets (p.133) 2. Use of word/shape matching strip books (pp.132,67) puzzles, book corner etc.
DAY 5 Attendance, day, weather etc. Colour of the day Display, talk about animal(s) (p.253) Label -actual animal or picture News and chart Henry -"Here's Henry" etc. (p.168)	"that's" "that is" 1. Doorknocking game - "Who's that?" "That's Bonta" etc. 2. Using pictures captioned previously with "He's..," "He is..", "She's.." "She is..." children read and clap or tap rhythm (p.180) 3. Rhythmic activities - moving, saying, clapping, talking drum (p.269)- sentences beginning "that's" and "that is"	"That's", "That is" 1. Manipulation of units- producing oral and printed stories in 2 ways e.g. "That's big." "That is big." 2. Locating "is" in context 3. Recognition games - "picking", "matching" etc.	1. Modelling "is" in plasticine 2. Free modelling activity as teacher stimulates discussion and use of terms of quantity and shape

SUGGESTED DAILY PROGRAM - WEEK 16

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes 2. Discrimination activity e.g. "Pointing" (p.282) 3. Phonic story completion (p.282) 4. Sound identification game (p.281)	1. Rhythmic counting (p.295) 2. Counting concrete objects and associating numeral 3. Number rhymes including new rhyme "Zero, zero..." (p.296) in which children respond to distributed numeral cards 4. Number worksheets (p.203) or number cards (p.295) - teacher checks oral labelling of digits as children work (p.295) 5. Free activity -play with cubes or rods (p.293) seriation materials, puzzles etc.	Music 1. Discrimination of pitch and volume of sounds, using terms "same", "different"; "high", "low"; "soft", "loud" 2. Number songs 3. New song (e.g. pp.264-5) 4. Familiar songs, including some with actions. Children may provide accompaniment for some songs by using percussion instruments or body percussion
DAY 2 Visual 1. Tachistoscopic - matching single slides 2. Tachistoscopic - matching slide sequences (p.288) 3. Following tachistoscopic work, slides of the community may be shown. As children discuss these, identification may be encouraged e.g. "That's Claudette." "That's the post office." (p.255)	1. Using treasure box contents to construct sets as directed e.g. "..a set of fruit/round things" "a set with four members" 2. Matching sets - use of terms "move", "the same" etc. (p.297) 3. Naming sets (tools etc.) constructed by leader and associating numeral cards (p.295) 4. Group activities e.g. Read sign "Put 4..." (p.295) and structure groups; use of seriation/number materials, puzzles; teacher-guided building with cubes, adding number caps, seriating towers (p.293) etc.	Art 1. Each child paints or draws his family and dictates "That's ...." captions which teacher writes (pp.274-5) 2. Children display and discuss their pictures Story and Drama 1. Listening to story which stresses new units or theme (pp.265-8) 2. Enacting parts of story, being animals and inanimate objects 3. Imitating sounds relating to story

DAY 3 Auditory 1. Introduction of Googa Goanna 2. Game -"Googa Goanna likes...." 3. Children help Googa find objects in classroom which he likes 4. Phonic Memory Game (p.63) using items of same initial sound	1. Estimation of number (p.293) check by counting - watch teacher write numeral then write or trace, saying number (p.295) 2. Conservation of number - re-arranging groups and discussion - associate number card each time 3. Number game e.g. skittles - write scores, discuss -"more" "the most"/"biggest number" etc. - read scores at end (p.294)	Craft, Experience Reading 1. Children locate and cut out from magazines pictures of cats and dogs 2. Children discuss pictures and begin making experience reading book (p.274) 3. Children paint or draw additional pictures for book
DAY 4 Visual 1. Vocal response to projected words/units-write in air, trace on screen (p.271) 2. Tachistoscopic - matching sequences 3. Visual association activity - animal theme (pp.289-290)	Measurement 1. Using arbitrary units of length - children estimate then measure, lining up units 2. Group activities - teacher works with small group - developing measurement strategies (p.293) while other children use pan balance, number and seriation materials, shape dominoes and jigsaws (p.298), construction with rods, inter-locking cubes, blocks etc.	Outdoor Activities 1. Detective walk, using detective stick for questions and click sticks for answers (p.256) 2. Animal walk (pp.252-3)- search for animals or their homes, using magnifying glass for small animals under bark etc. Photographs for listening book may be taken 3. "I Spy" (p.258)
DAY 5 Auditory 1. Saying, listening to rhymes including new rhyme stressing Googa's sound (pp.285, 259-263) 2. Games with Googa Goanna -starting his collection and book and helping Googa read his name card (p.283) 3. "Pointing" (p.282) 4. Completing rhymes (pp.286-7) 5. Nominating rhyming words (p.287)	1. Discussing, locating, handling things that are "heavy" or "light" 2. "Feel" bag 3. "Tell Me" Time e.g. "..something that is heavy" - recording activity on experience reading chart 4. Discovery story-concepts of weight e.g. "Old Hat, New Hat" (p.298)	Free Activity Dramatic play in dressing-up corner and with telephones, use of puzzles e.g. animal dominoes (p.289) shape dominoes (p.298) inset and jigsaw puzzles pan balance seriation materials typewriter magnetized shapes for pattern making or sorting (p.254) modelling with clay/plasticine

SUGGESTED DAILY PROGRAM - WEEK 17

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 Henry Birthdays, ages, attendance, weather etc. Colour of the day Talk -animal theme Caption picture Read captions News and chart Vocabulary extension - children handle, discuss object e.g. "That's a guitar." "These are the strings."	"that's", "that is" 1. Rhyme-"Rat-a-tat-tat" (pp.284-5, 127) 2. Doorknocking game 3. "Tell Me" Time - "..something that is red/square/up high" (p.258) 4. "Read" and add to experience book, e.g. (pp.276, 274)	1. Practice reading using strip book with beginnings "That's", "That is" (pp.276-7) 2. Sentence making e.g. by matching projected units (p.271) and reading sentences 3. Group reading activities -one group with teacher uses word/unit slides, responding vocally, tracing on screen writing on paper etc. (p.271)	1. During group work writing on board worksheets etc, after children have read sentence e.g. "That's a dog." 2. Children illustrate sentence 3. Free activity - puzzles, word-matching strip books (pp.132,62) etc.
DAY 2 Henry Day, weather, attendance etc. Colour of the day Talk about animals brought by children Caption displayed animals e.g. "That's a big beetle." News and chart "Peep-hole" (p.171)	1. Detective game, adding new arrow cards (p.270) 2. Size discrimination activity (p.270)- children sort and discuss magnetized animal pairs - "That's a big one." "That's a little one."	"That's", "a big one", "a little one" 1. Using magnetized figures children tell story in writing - 2. "That's a big one." "That's a little one." (p.270) 3. Recognition game - children make themselves "big" or "little" in response to printed units, "a big/little one" (p.271) 4. While most children use writing worksheets, a small group works with teacher on auditory activities e.g. "Pointing", "puppet games"	1. Using worksheets with "That's a big one" and "That's a little one" in large printing, children read sentences aloud then trace or copy sentences and add an illustration for each 2. Free activity - children select books, puzzles. telephones etc.

DAY 3 Henry Birthdays, ages, day, weather, attendance etc. Colour of the day Talk about animals e.g. brought by children Captions News and chart Detective game, arrow cards Secret messages	"that's" "that is" 1. Discuss and match pictures of animals and their babies in strip book (p.276) 2. Caption some pairs e.g. "That's a dog." "That's a puppy." 3 . Rhythmic activities - "That's....", "That is..." etc.	1. Manipulation of language units 2. Recognition activities e.g. identifying and matching words or units in strip books (p.132), "Picking" (p.115) 3. Group activities e.g. word games on mat (p.272) practice reading writing on chalkboard worksheets	During group reading activities - some children may read then trace or copy sentences on chalkboard
DAY 4 Henry Day, weather, attendance etc. Colour of the day "Who is she?" (p.171) e.g. "She's wearing a red....." Talk - animal theme Captions News and chart Detective game	1. Saying, listening to rhymes (p.259-263) 2. Missing words using picture sequence (e.g. p.167) 3. Picture talk using slides of community- "That's Eddie." "That's the sawmill" etc. (p.255)	1. Practice reading (pp.275-280) e.g. re-reading class-made books (pp.276,279) use of sentence structure strip books (pp.276-7) 2. Manipulation of language units 3. Outdoor activity-children respond vocally and through drama to units/words e.g. "a cat", "run" (p.271)	1. Writing outdoors in sand or dirt -encourage repetition of word as children write 2. Making shapes and patterns in sand or dirt e.g. by drawing, using sticks or grass stems, or outlining with pebbles or shells -encourage discussion
DAY 5 Henry Birthdays, ages, attendance, day, weather etc. Colour of the day Talk-animal theme Captions, arrow cards News and chart "What's different?"(p.198)	feminine pronouns 1. "Mummy Went to the Store"-memory game and shopping activity(p.258) 2. Classification-things for Mummy or Daddy e.g. "That's her dress" 3. Matching, naming, discussing pictures of male and female of various animal species (That's...", feminine gender)	1. Manipulation of language units 2. Group activities e.g. group with teacher responds to word/unit slides vocally, by matching, by tracing, other children match word cards on mat, use worksheets, puzzles, book corner etc.	1. During group activities, children trace projected words/units or may write on worksheets, chalkboard or in plasticine Children read their stories 2. Free activity

SUGGESTED DAILY PROGRAM - WEEK 17

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Sorting objects for Susie and Mumma Moo, using magnetized pictures with single-word labels (pp.283-4) 2. Saying, listening to rhymes e.g. (pp.286, 260) 3. "Do They Rhyme?" (p.287) 4. "Which Word Does Not Rhyme?" (p.287) 5. Story which stresses rhyme (p.287)	1. Number rhymes (pp.296, 262) 2. Counting concrete objects, associating numerals 3. How many legs? - discussion based on examination of actual animals (use magnifying glass) and pictures Record on experience chart e.g. "a dog has 4 legs" (p.294) 4. Free activity	Outdoor Activity 1. Listening time - children close eyes, listen, then report environmental sounds 2. Reproducing, rhythmic sequences with drums, click sticks, clapping etc. (p.281) 3. Rhythmic counting (p.295) a. with child leader - jumping, bending etc. b. phrasing, clapping-1,2,3,4 etc. 4. Action songs, singing games 5. Number games e.g. with bean bags, skittles etc. Animal Specimens Suggest to children that after school they look for caterpillars, beetles, lizards' eggs etc. to bring to school tomorrow
DAY 2 Visual 1. Tachistoscopic - matching single slides 2. Tachistoscopic - matching slide sequences 3. Viewing and discussing film strip or movie film related to current theme	1. Estimation of number e.g. using projected number groups or groups on cards Teacher writes estimates and names Children read estimates 2. Checking estimates by counting 3. Measuring volume - estimating then checking by children 4. Group and individual activities e.g. measuring (teacher with group, p.293); making groups of 4, associating number cards (p.295) using peg boards (p.77), number posting boxes (p.204, 294) sorting attribute blocks	Music 1. Investigating sounds-discussing e.g. rubbing sandpaper blocks in various ways; click sticks-tapping "quickly"/"slowly"/, "lightly" or banging "heavily" 2. Talking drum-language rhythms (p.269) 3. New song (pp.264-5) 4. Familiar songs, some with actions Story Select story providing experience with feminine gender (p.266) e.g. "Mrs Mopple's Washing Line"

DAY 3 Auditory 1. Saying, listening to rhymes 2. Investigating sounds - relate to "full", "empty" etc. (p.281) 3. Identifying sounds (p.281) 4. "Which Sound Does Not Belong?" (pp.281, 191-2) 5. Phonic story completion (p.282)	1. Rhythmic counting (p.295) 2. Sorting magnetized shapes into groups, counting groups and associating numeral 3. Comparison of number e.g. "..more big squares or little squares?" Children check by matching, counting 4. Responding to numerals - by structuring groups or clapping jumping etc. 5. Number rhymes and games	Drama Children with teacher develop and enact a story about animals - "I'm a frog" "He's the snake" "That's the water-hole" "I'm a spider hiding under a rock"
DAY 4 Visual 1. "Same or Different?" Card Game - introduction to activity with whole class (p.288) 2. Group activities e.g. "Same or Different?" cards visual discrimination worksheets (pp.197, 133) visual association activities e.g. with mazes (p.289) or circuit boards (p.135)	1. Children investigate object by feel then sight - free show of ideas is encouraged, recorded on chart "It is hard. It is rough." etc.(p.187) 2. Comparison of length, height and weight, including use of balance - "That's heavier" etc.(p.293) 3. Group activities-number, seriation etc,-encourage verbalization related to tasks	Art and Craft 1. Making animals from scrap materials-cardboard boxes, rolls, cartons; egg cartons; paper balls; metal foil, cloth, hession, cotton wool, wood shavings, lids, tins, cotton reels, string, straw, pipecleaners, seeds, coconuts etc. 2. Children may paint their creations and display e.g. by suspending 3. Children admire, discuss creations
DAY 5 Auditory 1. Saying favourite rhymes suggested by children 2. New rhyme-listening, saying 3. Completing rhymes (pp.286-7) 4. "Which Word Does Not Belong?" (p.282) 5. Puppet activities -re-reading puppets' books, sorting on magnetic board etc. (pp.283-4)	1. Constructing sets using actual objects then magnetized pictures-associating numeral 2. Comparing number in sets by matching 3. Activity involving conservation of number (p.205) 4. Group activities e.g. combining given number of same-coloured cubes and joining in long bar; sorting attribute blocks-discussing; tracing or copying number cards (p.295)	Outdoor Activities 1. Detective walk, accompanying responses with percussion (p.256) 2. Close eyes-listen, smell - "What's that?" "That's....." 3. Games providing number and spatial experience, using hoops, ropes, balls etc. Include "skittles" with written scores (p.294) 4. Races -starting with "One to get ready" rhymes (p.296)

SUGGESTED DAILY PROGRAM - WEEK 18

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 "What's Henry Going to Do?" (p.257) Day, weather, attendance etc. Colour of the day Talk- life cycle of animal brought to school e.g. frog Caption displayed animal or picture Re-read captions News and chart	I'm/He's/She's going to 1. Detective game - "What's that?" "Who are you?"(p.256) 2. Moving picture talk on magnetic board (p.255) 3. Mime-children guess what "He's/She's going to do" (p.256) 4. Rhythmic activities (pp.268-9)	1. Re-reading practice and experience books or charts (pp.273-7) 2. Brief recognition activity e.g. identifying, matching words or units in strip book (p.132) 3. Group activities e.g. children with teacher manipulate units, re-read accumulated stories (p.275)	1. While some children work with teacher others use worksheets in which all occurences of a given word are traced (p.133) 2. Children select puzzles, books, word games on mat etc. and also read traced words (1, above) to teacher
DAY 2 Henry Attendance, ages, weather etc. Colour of the day News and chart - Talk-"What I'm going to do when I'm big" Captions, arrow cards Secret message (p.272)	.....going to; we are 1. "What's She Going to Do?" -using sketches, discuss, caption (p.257) 2. Television talks- "We are builders" etc. (p.257) 3. Drama -"We are...", "I'm going to..." etc. (pp.257,254)	1. Manipulation of language units 2. Practice reading using strip books with sentence beginnings and endings (pp.276-7) 3. Group reading-manipulation of units, "take-home" cards reading and tracing sentence cards in plastic folders (p.122) or laminated (e.g. with "Fordifax" machine)	1. During group activities, some children read story then trace or write 2. Free activity- puzzles, typewriter, book corner, telephones etc.

DAY 3 Discussion of previous day's excursion, resulting in experience reading record (p.273) Captions e.g. for plaster casts of animals' feet Colour of the day Attendance etc. News and chart "What's different?"	"I'm going to" 1. Picture talk-life cycle of an animal -"He's going to......" 2. Children tell about themselves-"I'm ....." "I can..", "I'm going to" 3. Mime a. as for Day 1, (p.244) b. groups of actors - "We are..." (p.256) 4. Rhythmic activities (p.268)-"I'm going to"	"I'm going to" 1. Children tell stories orally then in writing (p.271) 2. Talk-"What I'm going to do tonight"-recorded on experience chart and read by children	1. Children read sentence "I'm going to jump." in large print on work-sheet 2. Children trace or copy sentence and draw appropriate animal 3. Free activity- circuit boards, puzzles, books, typewriter etc.
DAY 4 Henry (p.257) Attendance, ages, weather etc. Colour of the day Talk- What is Mummy going to do (p.254) Caption- e.g. animal picture (p.272) Re-read captions Helpers chart (p.254)	1 Detective game using "What's that?" and "Who are you?" sticks (p.256) 2. Rhythmic activities, talking drum (p.269) 3. Talk-What I'm going to do when I'm big-teacher records on tape 4. Listening to taperecording then to rhyme "What Will They Be?" (p.262), modified to describe children in group	1. Group reads class book (Week 16, day 2)-teacher adds direct speech to photos as dictated by children 2. Teacher guided practice reading with several groups in turn while others engaged in free activity. Practice reading may include books with variety of structures (PP.278-80)	Free activity may include word matching on mat (p.272,b) and with strip books (p.132) and use of "circling" worksheets (p.133) "Same or Different" cards (p.288) shape diminoes and jigsaws (p.298) book corner, rods, blocks, construction sets for building
DAY 5 Henry-"What's Henry Going to Do?" (p.257) Attendance, ages, weather etc. Colour of the day Talk-What is Daddy going to do (p.254) Captions, arrows News and chart	....going to; we are 1. "What's She Going to Do? (p.257)-children discuss picture then dictate and read caption (pp272-3) 2. Missing words (p.258)- e.g. "We are" items- children may invent further examples for group to complete 3. Colour mixing e.g. overlaying perspex l cellophane-"It's going to be..." "That is..." (p.291)	1. Sentence making by matching projected units (p.271) children may sometimes locate a given word after reading in context e.g. "Find the word -'is"	1. Children add to personal books - "I'm going to.." story with illustration

SUGGESTED DAILY PROGRAM - WEEK 18

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to dramatizing rhymes 2. Discrimination activities e.g. "Pointing" (p.282) 3. Fluency activity- children give rapid succession of words for various puppets-moon, man, mug etc. 4. Puppets-labelling new phonic picture cards after labelling orally and associating with puppet (pp.283-4) 5. "Which Word Does Not Belong?" (p.281) 6. Inventing, completing rhymes (pp.280-7)	1. Estimating in terms of arbitrary units of measurement e.g. match boxes 2. Teacher writes guesses, children read guesses then measure 3. Discussing results e.g. "...more than 3?" 4. Group and individual activities e.g. teacher-guided conservation, measurement and addition activities as children use coloured water and containers of various sizes and shapes (p.296); making number groups and placing number cards beside each (p.295) and other independent activities as for Day 5, p.247	Music 1. Activities involving discrimination of pitch and volume e.g. children stretch up "high"/bend down "low" as scales ascend/descend 2. New song e.g. "I'm Going to Sing" (A12-p.264) 3. Familiar songs, some with actions 4. Movement to music - "We are boats. We are rocking" etc. Art and Craft Making collage pictures-recorded music may be played as children work
DAY 2 Visual 1. Tachistoscopic -matching single slides 2. Tachistoscopic -matching slide sequences 3. Visual association activities (p.289) a. class activity b. worksheets (include listening experience with feminine pronouns)	1. Rhythmic counting (p.295) - clapping, knee-bending, flying etc. 2. Number rhymes 3. Counting concrete objects- associating numeral 4. Number discussion of animals' ears, eyes, tails, toes on each foot etc. 5. Plasticine modelling e.g. Father Bear, Mother Bear, Baby Bear and their bowls of porridge- encourage free discussion- terms of number, size, seriation etc.	Animal Excursion 1. Trip to watch animals- relate to previous number discussion e.g. examining feet of hen, dog, cat, pig etc. 2. If suitable animals are available, take impression of foot in plasticine 3. Make plaster casts of feet

DAY 3 Auditory 1. Saying, listening to rhymes 2. "Do They Rhyme? (p.287) some children may supply further items 3. Identifying rhyming pairs in series of 3 words (p.287)- (a) with pictures (b) in spoken sequence 4. Puppet activities- may include simple puppet play	1. Comparison of length - include items suitable for sound investigation (p.281) 2. Seriation activities - discuss "This is the biggest" etc. 3. Group activities - teacher directed group may use cubes for building towers, seriating to form staircase (p.293), adding number caps, etc.(pp.77, 293) Other children select various activities (see Day 5, below)	Story and Drama 1. Children retell favourite story 2. Dramatization of story 3. New story stressing rhyme (p.287) Free Activity Activities may include painting, dramatic play in dressing up corner, use of puzzles etc.
DAY 4 Visual 1. Tachistoscopic -matching single slides 2. Tachistoscopic -matching slide sequences 3. Word slides -responding vocally, writing in the air, tracing on screen (p.271)	1. Naming coloured shapes/objects e.g. "This is a blue square. That is a green square" (p.254) 2. Paint mixing-predictions "It's going to be..."(p.291) 3. Children mix paints, discuss results 4. Listening to rhyme, "Paints" (p.291) 5. Painting pictures-animal family theme - children dictate captions	Music 1. Familiar songs 2. New song (pp.264-5) 3. Listening to music - "What does the music make you think of?" "How does that music make you feel?" "What kind of animal moves like this music?" 4. Movement to music
DAY 5 Auditory 1. Saying, listening to rhymes 2. "Pointing" (p.282) 3. Discrimination -Plurals activity (p.32) 4. "Which Word Does Not Belong?" (p.282) 5. "I Spy" -phonic version (p.282) 6. Puppet activities including adding to puppets' books as children find appropriate magazine pictures	Group Activities Independent work may include making number groups with clothes, pegs,on carton edge; threading beads in 2's, 3's, 4's or 5's of same colour; using number posting boxes (p.204) books or pictures (p.294) tracing cards (p.295) balance, puzzles, peg boards(p.77) etc. Group with teacher uses cubes - a. building towers of given number b. adding number caps (pp.77, 293) c. combining 2 small towers and matching with another tower or boat (p.296)-use "more", "longer" etc.	Outdoor Activities 1. Listening to, discussing, dramatizing story 2. Answering rhythms with drum, click sticks, seed shakers etc. (p.281) and use of talking drum (p.269) 3. Counting games- "Run and get 4 leaves" etc. 4. Games e.g. rope-jumping -"over"/ under" (p.297); "Jack in the Box" singing game

SUGGESTED DAILY PROGRAM - WEEK 19

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 Day, weather, attendance etc. Colour of the day and song, "Mary Wore a Red Dress", substituting names of children in group Talk- growth of animals brought by children-caterpillars etc. Discuss & caption related picture New and chart "What's Henry Going to Do?" (p.257) Helpers chart (p.254)	We are, (noun) are 1. Television (p.257) - children work in pairs 2. Detective game - "Who are you?" addressed to pairs adopting various roles from preceding activity (p.256) 3. Yes or No - "Frogs are fruit" "Bananas are fruit" etc. 4. Rhymes stressing new units (pp.259-262)	1. Recognition activities e.g. identifying, matching words/units/ sentences in strip books (pp.115, 132) identifying words/units on cards and matching with others in experience charts etc., "Picking", writing in the air, on leg etc. 2. Group reading e.g. word games on mat and practice reading using sentence structure strip bocks (p.276-7), with teacher guidance	1. Children read sentences on chalkboard and work-sheets, then trace or copy as others work with teacher 2. Children select writing pattern cards (p.58) to copy and also invent own patterns 3. Free activity
DAY 2 Henry (pp.257,168) Birthdays, ages, attendance etc. Colour of the day Talk about animal specimen -"Is he going to bite?" etc. (p.253) Captions-new, previous News and chart Secret message (p.272)	he's/she's going to 1. Rhythmic activities (p.268) a. Guessing what actor is "going to" do b. Beating rhythm and repeating sentence e.g. "He's going to chop the wood." c. Miming by actor as group chants e.g. "He's chopping the wood." d. Miming by group - "We are chopping the wood." 2. Missing words - "He's/ She's going to......" (p.258)	"He's going to" 1. "What's He Going to Do?" (p.257)-discussing and captioning pictures in prepared book or as teacher sketches 2. Manipulation of units - group constructs sentences volunteer acts "He's going to jump/run/play with the drum"	Finger Painting 1. With finger paint added to damp paper, shiny side up, children copy writing pattern demonstrated by teacher, erasing as desired 2. Writing words or sentences, adding illustrations if desired 3. When paintings have dried, children may read their own words/stories to group and read those of others

DAY 3 Henry Attendance - "I'm here" "She's at the hospital"-include counting-boys, girls, children, men, women present Day, weather etc. Colour of the day Talk related to theme e.g. "Animals' Homes" Captions News and chart "Peep-hole" (p.171)	1. "Parts of the Body" (p.169) 2. "Parts" (p.168) and association game with cards (pp.289-290) 3. Detective game 4. Re-reading experience/ practice books e.g. (pp.185, 274, 276)	1. "Picking" (p.115) 2. Manipulation of language units 3. Most children use discrimination worksheets "Find the word that is different." (p.183) then puzzles or books while weaker children identify, match words units on mat (p.272) 4. Identifying words as worksheets are checked	Outdoor Activities 1. Responding vocally to word/unit cards- miming where appropriate (p.123) 2. Writing words in sand or dirt (p.190) 3. "Pigs Fly" (p.106)
DAY 4 Attendance, day, weather, birthdays, ages etc. Colour of the day Talk-What is Granny going to do? (p.254) News and chart Secret message (p.272)-"....She's going to...." What's different?	1. "Feel" Bag activity and "Tell Me" Time (p.80) 2. Arranging pictures from a familiar story in sequence of time 3. Rhythmic activities in stressing "He's/She's going to" (see Day 2, p.248)	"She's/He's going to" 1. Manipulation of units associated with rhythmic activities - "She's/He's going to..." 2. "What's She Going to Do?" (p.257)-adding pictures to book and captioning (see Day 2, p.248) 3. Manipulation of units-small group with teacher while others write	1. Copying or tracing sentence on worksheet or chalkboard after reading aloud 2. Free activity - puzzles, strip books, dominoes, typewriter, listening units, etc.
DAY 5 Henry Birthdays, ages, attendance day, weather etc. Colour of the day Song "Mary Wore a Red Dress" -substituting children's names News and chart Re-read captions, arrow cards	1. "What is it?", "Who is she?" etc. including use of written clues (p.170) 2. Missing Words (p.258) including "you are" items-children may invent additional items 3. Story-telling by children using folding book (e.g. pp.185-6)-teacher writes children's story	1. Re-reading experience book developed in preceding activity and rhythmic reading chart from previous day 2. Recognition activities e.g. identifying word card, matching with words in context on walls etc. 3. Group reading-practice with teacher e.g. using mixed-structure books (pp.278-80), "take home" cards etc.	1. While some children work with teacher others write on chalkboard or in plasticine 2. Free activity-children select puzzles, number games, circuit boards etc.

SUGGESTED DAILY PROGRAM - WEEK 19

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Reviewing puppets' books 2. Labelling new phonic picture cards after naming orally and associating with a puppet (pp.283-4) 3. Completing rhymes then nominating rhyming pair (pp.286-7) 4. Using magnetized pictures, locating rhyming pairs in prepared series of 3 5. "Listening" rhymes (p.261) - "Sh !....Listen!", "My feet are still" 6. Listening to story stressing rhyme (p.287)	1. Identifying numerals -"That's 2." "This is 3." etc., then clapping required number of times 2. Each child constructs group of designated number e.g. of shells, cubes or rods 3. Children and teacher check groups "That's right." 4. Directed play with rods e.g. locating rods of given colour naming colours finding rod longer/shorter than a given rod locating a given set of rods and arranging in order of size (p.293) 5. Free play with rods	Art 1. Number discussion as oranges are cut into halves and quarters-pulp is removed and shared-skins retained 2. Teacher demonstrates use of peels and poster paint for peel printing-using circular edges of orange halves; edges of smaller segments, some rolled; and pieces cut into shapes and used flat for solid prints 3. Children use peels for printing Singing may be encouraged e.g. "We are printing" (p.263) Story Refer to suggested titles (pp.265-7)
DAY 2 Visual 1. Visual association activity with whole group (pp.289-290) 2. Visual discrepancy items - "What is silly?" or "What is missing?" (pp.290, 198) 3. Individual and group activities e.g. using - "Same or Different?" Inset puzzles-seriation etc. Shape dominoes (p.298) shape jigsaws (p.297-8) circuit boards-association items (p.135) discrimination worksheets	1. Rhythmic counting (p.295) 2. Children handle, discuss collection of actual objects before constructing, naming sets 3. Fluency activity-suggesting other items which could go in sets e.g. set of brushes-toothbrush, hair-brush, paintbrush, brush with pan 4. Attempting to provide definitions "(noun) are/is.." e.g."Brushes are ..." 5. Counting members of each set, finding, associating number cards 6. Comparison of number-discuss which set has "more"-check by matching/counting 7. Individual and group activities weighing, using posting boxes (p.204) etc.	Health 1. Discussing types of food which various animals eat, using illustrations of teeth, beaks etc. 2. Sampling and discussing various foods-celery, carrot, cheese etc. after hand washing 3. "Tell Me" Time e.g. "another food that is soft." 4. Discussing what happens when food is cooked, examining uncooked food e.g. raw egg, macaroni 5. Actual cooking and tasting of food e.g. hard boiled eggs/ macaroni

DAY 3 Auditory 1. Listening to, imitating recorded sounds 2. Saying, listening to dramatizing rhymes (pp.286, 261) 3. Discrimination e.g. "Same or Different?" "Pointing" (p.282) 4. Phonic story completion (p.282) 5. Puppet activities-children help puppets to locate and read words in "their" sections of picture dictionaries (p.284)	1. Estimating which of two objects "weighs more" 2. Checking estimate using balance 3. Making a collection which "is as heavy as"/"weighs the same as" a given object e.g. "John's car is as heavy as Henry, a shaker and 4 beads" 4. Individual and group activities	Music 1. Producing, listening to sounds using terms "soft", "loud", "high", "low"; "same", "different" 2. New song (p.264) 3. Familiar songs, some with actions 4. Listening and moving to music
DAY 4 Visual 1. Tachistoscopic - matching single slides 2. Tachistoscopic - matching slide sequences 3. Words slides - vocal response as each word/unit is projected several times in succession Children also write words in the air or trace on screen	1. Counting activities including jumping along number line painted on floor 2. Responding to numeral-naming, clapping, making number group etc. 3. Reviewing number chart, pictures, and books (p.294) 4. Group activities e.g. use of cubes and rods-free play, and staircase building (p.293), tracing number cards (p.295), using puzzles, balance with friend, classification activities	Picture cutting, Classification 1. Cutting pictures from magazines 2. Discussing, classifying pictures 3. Using pictures to prepare (noun) are.... (p.269) Story and Drama 1. Children retell favourite story 2. Dramatization of story 3. New Story (e.g. pp.265-7)
DAY 5 Auditory 1. Saying, listening to rhymes 2. Completing, inventing rhymes 3. Locating rhyming pair in sequence of three spoken words (p.287) 4. "Which Word Does Not Rhyme?" (p.287)-using duplicated worksheets	1. Rhythmic counting 2. Number rhymes including "Six Ripe Plums" (p.262) involving halving 3. Group activities-children select number games, cards, puzzles, structured materials etc. 4. "Discovery" story-encourage discussion, comment (pp.298-9)	Outdoor Activity 1. "Tracks"-locating, identifying and attempting to copy animal tracks-with local visiting instructor if possible (pp.288-9) 2. "Whose Tracks are These?"(p.289) 3. Drama with chanting as children enact roles e.g. "S-s-s. s-s-s, we are snakes" (p.257) 4. Answering rhythms (p.281) by clapping, using click sticks, drums etc. 5. Games e.g. "What's the Time, Mr. Wolf?"

BLOCK D

1. ORAL USE OF LANGUAGE UNITS

(a) Listening Experience

As opportunities arise throughout the day, the teacher may continue to provide listening experience in the use of selected units, e.g.

> *"We're late for television. Let's hurry."*
>
> *"We are fast!"*

Although listening experience in the use of both "we are" and "we're" may be provided, the full form should receive greater emphasis. At this stage, the contraction "we're" is so unfamiliar that children tend to confuse it with "where" or "wear".

The construction, "going to", contracted to "gonna"* or, less frequently, "'na", is often used by the children, e.g.

> *"I gonna eat it."*
>
> *"'e 'na buy one for afla."*

To achieve expansion to the full form, listening experience in the use of "... going to", introduced previously, may be continued.

Those children who are beginning to use standard structures spontaneously may provide listening experience for others in the group. Children's language, in which only standard forms are used, may be recorded and replayed. (Refer to previous suggestions, p.140,223.)

Listening experience in the use of new and previously introduced language units may be provided through suitable listening tapes. Such tapes may also extend children's interest in the theme "Animal Families".

Excellent material for a teacher-prepared listening book may be obtained if photographs are taken as children show the teacher where animals are found around the community. As a guide for preparing the tape and book, children's reactions to the photographs may be noted. Through the completed listening book, experience may be provided with both oral and printed forms of some new and previously introduced units, e.g.

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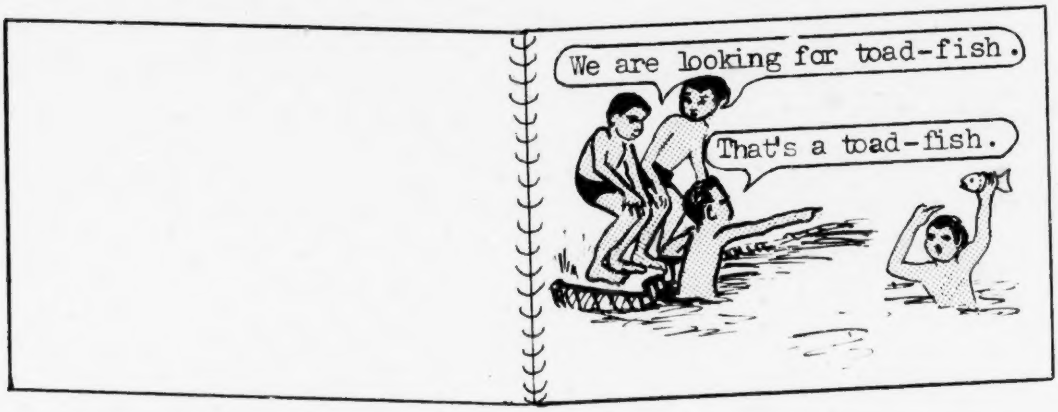
* The contraction "gonna" is also frequently used by young S.E. speakers.

Listening Experience (cont.)


We are looking for toad-fish.
That's a toad-fish.

Children's experience with the listening unit may include listening with a friend as well as listening individually. Multiple listening may be particularly beneficial for a shy child or one who is experiencing difficulty in following taped directions.

Children may enjoy demonstrating use of the listening unit to parents or other relatives who visit informally. As a child listens through one set of headphones, his mother or father may use the second set, watching as he responds to the tape and book.

(b) Informal Discussion

During group work, many opportunities to practise the unit "we are" will arise. Often, the teacher may enquire as to the progress of the group rather than of individuals. Language outcomes may include:

"We are measuring."

"We're ready."

"We are nearly finished."

In developing the theme "Animal Families", children may be encouraged to bring a variety of animals to school and to talk about them. Animal walks and an excursion to a farm may also stimulate interest and provide language practice, e.g.

"He's hiding."

"That's his shell."

"He's going to bite you."

During morning talks, children may describe what they, with their friends, are going to do, e.g.

"We are going to look at the new foal."

Informal Discussion (cont.)

Children may also speculate about what members of their families are going to do while the children themselves are at school, e.g.

"She's going to make me a new dress."

During many activities, the construction "... going to" may be practised as children anticipate the actions of others or rehearse roles already assigned. (Refer also to "Helpers Chart", p.162), e.g.

"I think he's going to be a possum."

"She's going to mix the paints."

"He's going to get the brushes."

Activities involving elementary *"set"* ideas may give practice in the use of "we are" and "we're". After groups of children have been formed, the members of each may be invited to tell about the group. Statements incorporating specified units may be elicited, e.g.

"We are girls."

"We are boys."

"We are wearing blue shirts."

Similarly, during *measurement* and *seriation* activities, two or more children may stand in front of the mirror and tell about themselves, e.g.

"We are tall."

The language units "that's" and "that is" may be practised as children talk about their block constructions, drawings or paintings, e.g.

"That's our house.
That's the door ...."

Experiences involving classification and number concepts may also provide practice in the use of "that's" and "that is". In such an activity, magnetized shapes of various colours and sizes may be labelled orally as they are sorted and then counted by a teacher-guided group, e.g.

"That's a red square."

Classification activities may also provide experience in the use of the construction "(noun) are", e.g.

"Bananas are fruit."

"Oranges are fruit."

(c) Picture Talks

Among the pictures used for picture talks, some which suggest future action may be included. As children tell stories about pictures, questioning by the teacher may stimulate use of the units "He's/She's going to". At the same time, listening experience in the use of feminine pronouns may be provided, e.g.

"Look at her.
What's she going to do?"

"Where is she going to hide?"

In developing the theme "Animal Families", discussion of suitable pictures may stimulate use of standard language units. Some language outcomes of picture talks on this theme may include:

"That's the father bird.
He's going to get a worm for his babies."

"That's the mother kangaroo.
She's hopping to the little joey."

Discussion of photographic prints, slides and film strips of the children themselves may provide practice in the use of "we are". "That's" may also be practised as children identify familiar figures, e.g. *"That's Eddie."* Pictures painted or drawn by the children in which they themselves are portrayed, may serve a similar purpose.

When background pictures are used on the magnetic board, children may be encouraged to select movable figures representing themselves, thus stimulating story-telling in the first person. As connected stories develop, opportunities for providing practice in the use of new units will arise, e.g.

Teacher: *What are you going to do, crocodile?*

Child: *I'm going to eat that turtle.*

Pictures which form a simple sequence may be discussed by children and arranged in order of time. The construction "... going to" may sometimes be among those practised as children review the sequence, e.g.

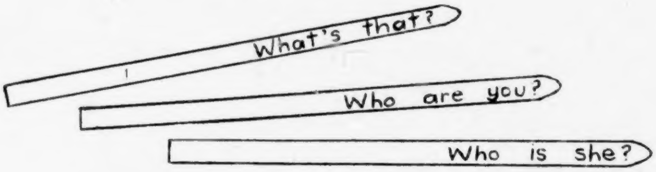
"She's going to make a cake.
Now she's beating the eggs.
She's putting the cake in the oven.
Mummy and Daddy and the children are all
eating the cake."

(d) Language Games

Detective Game

(Language units: that's, we are, I'm, I am)

A set of "detective" sticks, painted in various colours, may be prepared for the detective game. A question is clearly printed on both sides of each stick, e.g.


What's that?
Who are you?
Who is she?

At first, the teacher acts as leader. Indicating a succession of objects with the "What's that?" detective stick, she asks *"What's that?"* Children respond, *"That's a ...."* As the game becomes familiar, children may take turns in being the leader.

Outdoors, the game becomes a detective walk. Sometimes, each child may be equipped with a pair of click sticks. As the children follow their leader, he points to objects, asking *"What's that?"* Children tap out the rhythm on their sticks as they respond vocally, e.g.

"That's a butterfly."

Later, the "Who are you?" stick may be introduced. The leader may indicate children individually who respond using "I'm" or "I am". During drama, groups of children may answer, using "We are", e.g.

Leader: Who are you?

Group: We are the crocodiles.

Mime

(Language units: we are, we're, he's/she's going to)

Two or more children may confer before deciding the character or action they wish to portray. As the audience guesses, actors reply using "we are" or "we're", e.g.

Child 1: You are frogs.

Child 2: No, we are not frogs.

Sometimes, before an actor begins miming, children may guess what he or she is going to do, e.g.

"She's going to jump."

Language Games (cont.)

Drama
(Language units: we are, we're, and other units)

During drama, the whole class or children in one group may play the same role simultaneously, providing opportunities to practice "we are" and "we're", e.g.

Group 1: *s-s-s, s-s-s, we are snakes.*
s-s-s, s-s-s, we are snakes.

Group 2: *We are hunters.*
We are going to hunt for snakes.

Television
(Language units: we are, we're, and other units)

Pairs of children, after consultation with each other, may make television appearances (p.106). They may play predetermined roles, sometimes giving demonstrations, e.g.

"We are builders.
We are going to show you our tools.
This is a saw ...."

Telephone Conversations
(Language units: we are, we're, and other units)

Although classroom telephones will normally be used without teacher guidance, suggestions may sometimes be made to children regarding conversations. It may be suggested that children ring Mummy and Daddy to tell them "what *we are* doing at school."

"What's Henry Going to Do?"
(Language unit: he's going to)

Children may speculate as to where *Henry* will hide. Guessing may provide practice with the unit, "he's going to", as well as with terms of colour, size, shape and position, e.g.

"He's going to sit on the blue square."

Henry has a cold. He doesn't like colds but he likes hankies. Children may guess how many hankies *Henry* is going to bring to school each day. After guessing, they may count *Henry's* hankies.

"What's She Going to Do?"
(Language unit: she's/he's going to)

The teacher may sketch various characters in turn, adding clues to help children guess what "she's/he's going to do". In response to a sketch of a boy catching worms, children may guess that he's going to catch fish.

Language Games (cont.)

Missing Words

Missing word activities may be used to provide both listening experience and practice in the oral use of language units. (Refer also to p.167), e.g.

You are not big, you are ——.
You are not slow, you are ——.
You are not cold, —— —— ——.
Look at her. She's going to break that ——.
That's her book. She's going to ——.
He's going to sit on a ——.
Look at Daddy. He's going to chop with his ——.
She's going to sleep on a ——.
We are at ——.
We are washing our ——.
We are bouncing our ——.
We are swimming in the ——.
We can fly. We are ——.

"Tell Me" Time
(Language unit: that is)

The game "Tell Me" Time may provide further listening experience in the use of "that is", e.g.

"Tell me something that is hard."

Other familiar games may also be used to give practice in the use of currently specified units, e.g.

Language	Game	Program Page
that's, that is	*Introductions*	166, 26-7
that's, that is	*I Spy*	170
feminine gender	*Mummy Went to the Store*	166

(e) Poems, Songs and Stories

The following rhymes are among those which are suitable for providing either listening experience or practice in oral use of selected units.

We are boys,
We are strong.
We take big steps
As we walk along.

We are girls,
We like to play.
We're playing games
With our friends today.

(Language units: we are, we're)

We are possums
Climbing trees;
We are busy
Honey bees;
We are little
Slippery snails;
We are puppies
Wagging our tails.

(Language unit: we are)

We are men,
We are tall.
We are children,
We are small.

(Language unit: we are)

Climb in the rocket.
We're off to a star.
Are you ready?
Yes, we are.

(Language units: we're, we are)

We are cutting with our scissors,
We are pasting with the glue.
We are making lots of pictures -
That's a pretty one for you.

We are banging with our hammers,
We are cutting with our saws.
We are making toys for everyone -
Here you are, that's yours.

(Language units: we are, that's)

Boys' boots are big
So when boys jump
Boys' big boots
Go - bump, bump, bump.

(Language unit: [noun] are)

BLOCK D

Poems, Songs and Stories (cont.)

My skin is green
And my eyes are bright,
I sing all day
And I dance all night.
Who am I?

My feathers are brown
And my beak is strong.
In the morning you'll hear
My laughing song.
Who am I?

My skin is soft,
My body is round,
I wriggle and squirm
In my hole in the ground.
Who am I?

My shell is hard,
I have four legs,
I can swim in the water
Or walk instead.
Who am I?

My fur is grey
And my claws are sharp.
I sleep all day
And come out when it's dark.
Who am I?

My scales are shiny,
I am slippery and wet.
You might catch me
With a spear or net.
Who am I?

(Language unit: [noun] are. Answers to the above items may vary according to children's experience.)

Coconuts are tasty,
Coconuts are good.
I'd climb a coconut tree
And get some if I could.

Mangoes are sweet,
Mangoes are good.
If I could find a mango tree
I'd get you some - I would.

(Language unit: [noun] are)

Little balls are bouncing,
Bouncing up and down.
Little tops are twirling, twirling,
Twirling round and round.
Bouncing, bouncing, twirling, twirling -
Now it's time for bed.
Nodding, nodding, nodding, nodding,
What a sleepyhead!

(Language unit: [noun] are)

The ants are walking under the ground,
The birds are flying up high,
The koala bears are in the trees
Between the earth and sky.

(Language unit: [noun] are)

Poems, Songs and Stories (cont.)

Cats

Cats are climbing on the roof,
Cats are calling "Meow!"
Cats are climbing gates and trees,
Can you see them now?

Cats are brown and cats are grey,
Cats are black and white,
Cats are calling everywhere
"Come with us tonight."

(Language unit: [noun] are)

Sh! ...... Listen! ....
Pit-a-pat!
Sh! ...... Listen ....
What is that?
Sh! ...... Listen! ....
Now I know,
Mice are scampering
To and fro!

(Language unit: [noun] are)

Kangaroos are tall and strong,
Kangaroos are furry.
Kittens are very small and weak,
But kittens are nice and purry.

(Language unit: [noun] are)

Stamp, stamp, heavy and slow,
That's the way the giants go.
Thump, thump, clear the way,
Giants are going to town today.

Softly, softly, lightly so.
That's the way that little mice go.
Quietly, quietly, that's the way
Mice are running around today.

(Language units: [noun] are, that's)

Mice

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice.

(Language unit: [noun] are - listening only)

My feet are still,
My legs are still,
My hands are still,
My arms are still,
My shoulders are still,
My head is still,
My lips are still,
My eyes are still,
This is my quiet time.

(Language unit: [noun] are)

BLOCK D

Poems, Songs and Stories (cont.)

In the following, children may vary the type of fruit and may suggest numbers which can be divided evenly between two people. Concrete objects, e.g. magnetized pictures, may serve as fruit.

Six ripe plums
Are on the tree,
Three are for you
And three are for me.

(Language unit: [noun] are)

My buttons are bright,
My buttons are blue,
My buttons are big,
My buttons are new.
I have two bright blue buttons
Here - for you.

(Language unit: [noun] are)

One and one are two,
That's for me and you.

Two and two are four,
That's a couple more.

Three and three are six
Heavy building bricks.

Four and four are eight
Bottles in a crate.

Five and five are ten
Big strong working men.

(Language units: [noun] are, that's)

What Will They Be?

When Craig grows up,
He's going to be
A carpenter -
That's what he'll be.

When Faith grows up,
She's going to be
A school teacher -
That's what she'll be.

When Clive grows up,
He's going to be
An engineer -
That's what he'll be.

When Stella's big,
She's going to be
A dressmaker -
That's what she'll be.

When Nathaniel's big,
He's going to be
A shopkeeper -
That's what he'll be.

When Sharon's big,
She's going to be
A hairdresser -
That's what she'll be.

(Language units: he's/she's going to, that's)

The following rhymes may be introduced as the "Animal Families" theme is developed:

Poems, Songs and Stories (cont.)

Cluck! Cluck!

"Cluck! Cluck!" called the hen,
And what did she say?
Her chicks understood:
"It is time to play!"

"Cluck! Cluck!" called the hen,
And she tapped her feet!
Her chicks understood:
"It is time to eat!"

"Cluck! Cluck!" called the hen,
That was all she said.
Her chicks understood:
"It is time for bed."

(Language: feminine gender)

"I like gumleaves"
Says Koala Bear.
So does baby on her back,
High up in the air.

Possum in the night time,
Resting from the heat,
Likes a tasty papaw -
Yellow, soft, and sweet.

All the Gecko family
Crawling up the wall,
Think that fat mosquitoes
Taste the best of all.

I like mangoes
And bananas too,
Sorry, Mr. Flying Fox,
There'll be none for you!

Familiar rhymes which are particularly appropriate for the current block include:

Language Unit	Rhyme	Program Page
you are	*This is Fred*	108
that's [noun] are	*Mangoes*	140
feminine gender	*Little Arabella Miller*	65
theme	*Kangaroo*	107

To give practice in the use of "we are" and "we're", some familiar songs may be modified. For example, as children sing *"I'm Jumping"* (A1), they usually jump alone. Instead, children may face a friend and, holding hands as they jump. sing *"We're* jumping."

Songs improvised previously include *"I am eating sausage"* (p.40) sung to the tune of *"Johnny Get Your Hair Cut"* (M4). To give practice in the use of "we are", children may carry out actions in group situations, suggesting suitable wording, e.g.

"We are putting blocks away."

BLOCK D

Poems, Songs and Stories (cont.)

The tune *"Frere Jacques"* is also suitable for improvised "we are" songs. Other songs which provide practice with new language units are:

Language Unit	Song
that's that is	*Morning on the Farm* (C3) *I said Good Morning* (C4) *Five Little Candles* (D4)
we are we're	*Here We Are Together* (E6) *Ten Miles from Home* (E9) *Three Billy Goats Gruff* (E7) *We are Woodmen* (Puffin, p.92) *Where are You, Phillip's Shoes?* (F2) *Three Little Kittens* (E8) *We're All Together Again* (E4) *I'm Jumping* (A1), modified to *"We're Jumping"* *Hide and Seek* (E3) *Peter Possum* (Brumby 1, pp.5-6; tape C3)
(noun) are	*I'm a Tree in the Woods* (Q4) *The Cows are Out* (E10) *When All the Cows are Sleeping* (Puffin, p.86) *Ten Leaves* (Q11) *Meow-oo!* (E5) *The Old Grey Cat* (T6) *The Trees are Gently Swaying* (E11)
you are	*The If-Then Song* (record from Peabody Language Development Kit, Level P - listening only)
I'm/he's/she's going to	*I'm Going to Sing* (A12) *The Square Song* (record - *The Square Song - Sesame Street*, W. & G. Distributing Co., Melbourne)

Poems, Songs and Stories (cont.)

Language Unit	Song
content only	*I am a Kangaroo* (McHenry, p.7) *The Koala* (F1) *The Animal Song* (record -*The Square Song - Sesame Street*, W. & G. Distributing Co., Melbourne) *Tell Me Where the Bunny Runs* (B1) - children suggest animals and actions *Six Little Ducks* (N3) *All the Fish are Swimming* (ABC Teachers' Handbook 1971, p.11) - children suggest verses *What are Kids Called?* (record - *The Songs of Sesame Street*, Children's Television Workshop) *I Went to Visit a Farm* (P3 or Puffin, p.77)

Through listening to and sometimes retelling stories, children may practise new units. Stories which are suitable for the current block include:

Language Unit	Story
that's that is	*That's What It Is* by Ruth Jaynes, Bowmar Early Childhood Series (Bowmar, 1968) *Where Do You Live?* by Eva Knox Evans (A Golden Beginning Reader, Golden Press, 1969) *That's What I'll Be* by Elizabeth Thorn and M. Irene Richmond, Camera Patterns: Booklets for Beginning Readers, Booklet 11 (W.J. Gage, 1970)
we are we're	*Who Are We?* by Eileen Ryder, A Head-Start Book (Burke Books, 1972) *In Our School* by Muriel Stanek, Experiential Development Program (Benefic Press, 1967) *The Large and Growly Bear* by Gertrude Crampton, A Golden Beginning Reader (Golden Press, 1969) *Colour* Macdonald Starters (Macdonald, 1972)

BLOCK D

Poems, Songs and Stories (cont.)

Language Unit	Story
(noun) are	*The Up and Down Book* by Mary Blair, A So-High Book (Hamlyn, Golden Pleasure Books, 1966) *How Does It Feel?* by Beth Clure and Helen Rumsey, Bowmar Early Childhood Series (Bowmar, 1968) *Colours* by Ruth and Ed Radlauer, Bowmar Early Childhood Series (Bowmar, 1968) *Teeth* Macdonald Starters (Macdonald, 1971) *Big Frogs, Little Frogs* by Patricia Miller in Sounds Around the Clock by Bill Martin Jr. (Holt, Rinehart & Winston, 1966), pp.80-87 *Animals We Know* by Muriel Stanek, Experiential Development Program (Benefic Press, 1967) *One Fish, Two Fish, Red Fish, Blue Fish* by Dr Seuss (Collins & Harvill, 1960) *What Colour Is It?* by Eileen Ryder, A Head-Start Book (Burke Books, 1972) *One, Two, Three for Fun* by Muriel Stanek (W. & R. Chambers, 1969)
feminine gender	*Mrs Mopple's Washing Line* by Anita Hewett (Picture Puffin, Penguin, 1970) *Where's My Baby?* H.A. Rey (Chatto and Windus)
he's/she's going to	*What Happens Next?* A *Sesame Street Pop-up Book* (Random House/Children's Television Workshop)
content only	*Where is Home?* by Beth Clure and Helen Rumsey, Bowmar Early Childhood Series (Bowmar, 1968) *The Egg and the Chicken* by Iela and Enzo Mari (A. & C. Black, 1970) *The Little Kangaroo* by Giannini (Dean, 1969) *The Best Nest* by P.D. Eastman (Collins & Harvill, 1970) *Animals* by Richard Scarry, A So-High Book (Hamlyn, Golden Pleasure Books, 1966)

Poems, Songs and Stories (cont.)

Language Unit	Story
content only	*The Guinea Pigs that went to School* by Leonard Meshover and Sally Feistel (Follett Publishing Co., 1968), also in Teacher's Read-Aloud Library, Level 4 (Scott Foresman) *The Birth of Sunset's Kittens* by Carla Stevens (World's Work, 1971) *I am a Frog* by Jennifer Courtney, A So-High Book (Hamlyn, Golden Pleasure Books, 1970) *I am a Giraffe* by Jane Carruth, A So-High Book (Hamlyn, Golden Pleasure Books, 1970) *Mother Animals and Baby Animals* Scott Foresman Reading Systems, Level 1, Book C (Scott Foresman,1971) *The Very Hungry Caterpillar* by Eric Carle (Hamish Hamilton, 1971) *Animal Daddies and My Daddy* by Barbara Shook Hasen, A Little Golden Book (Golden Press, 1971) *Three Baby Chicks* by Ruth Jaynes, Bowmar Early Childhood Series (Bowmar, 1967) *How Big is a Baby?* by Virginia Holmgren, A Whitman Tell-a-Tale Book (Whitman, Western Publishing Co., 1966) *Eggs* Macdonald Starters (Macdonald, 1971) *More Animal Families* Time for Reading (Cheshire, 1972) *Animal Families 1, 2, 3* by Roger Hall A Learn-to-Count Book (Collins) *Telling Tails* by Beth Clure and Helen Rumsey, Bowmar Early Childhood Series (Bowmar, 1968) *Hop, Little Kangaroo* by Patricia Scarry, A Little Golden Book (Golden Press, 1972) *Are You My Mother?* by P.D. Eastman (Collins & Harvill, 1962) *Flap Your Wings* by P.D. Eastman, A Collins Early Bird Book (Collins, 1972) *The Bird* and *The Hen* Nature Roundabout Series (Frederick Warne, 1970) *Do you know about ... Wings?, Do you know about ... Tails?, Do you know about ... Claws?* by Kathleen Shoesmith (Burke, 1970)

Poems, Songs and Stories (cont.)

Books containing photographs of animals which are familiar to the children may be discussed, e.g.

Language Unit	Story
content only	*Australia's Insects* by John Child *et al* The Australian Nature Library (Lansdowne Press) *Australia's Insect Life* by Peter Wilson Australian Nature Series (Horwitz, 1970) *Australian Reptiles in Colour* by Harold Cogger (A.H. & A.W. Reed, 1967) *Farmyard Friends* Toppan's Foto Books (Froebel-Kan Co., 1969)

(f) Rhythmic Activities

Considerable use may be made of rhythm to help establish oral use of new language patterns. Many of the suggestions relating to the units "I'm" and "I am" may be adapted to give practice in the use of "we are" and "we're". (Refer to pp.43-4; 47.)

Sometimes one child may move alone as others provide rhythmic language and percussion accompaniment. After the actor has announced, or the children have guessed, what he or she is going to do, children may beat out the rhythm as they repeat an appropriate sentence, e.g.

/ / ✓ /
She's going to sweep.

The action is then carried out by one child while the audience provides language and percussion accompaniment, e.g.

/ / ✓
She's sweeping.

All of the children may then join in the action, practising "we are" as they move and chant, e.g.

/ / / ✓
We are sweeping.

Rhythmic Activities (cont.)

Later, the contracted form may sometimes be used, e.g.

/ / ⌣
We're sweeping.

Using the "talking" drum, a leader may beat out a rhythm without language accompaniment. The audience may be given the opening words, e.g. "we are". Children listen and suggest a language pattern to fit the rhythm. For example, in response to the pattern / / / ⌣⌣, children may suggest - *We are kangaroos*, or *We are wallabies.*

After providing an acceptable language pattern, children may portray the animal or perform the action suggested, moving rhythmically and chanting, e.g.

/ / / ⌣ ⌣
We are kangaroos.

Discovery activities may sometimes give rise to rhythmic language practice. After classifying objects and discussing their classifications, children may dictate statements which the teacher records on an experience chart. When appropriate illustrations have been added, rhythmic reading may provide practice with the new unit, (noun) are, e.g.

Hammers are tools,
Saws are tools,
Forks are tools
And spades are tools.

Coats are clothes,
Hats are clothes,
Shirts are clothes
And pants are clothes.

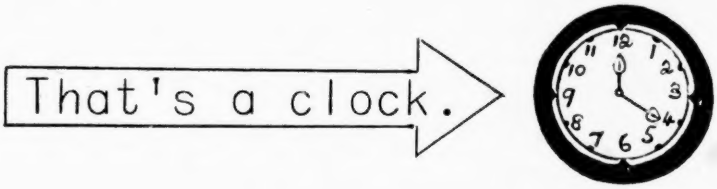
For additional suggestions for rhythmic activities, refer to *"Detective Game"* (p.256) and to *Drama* (p.257).

BLOCK D

2. READING

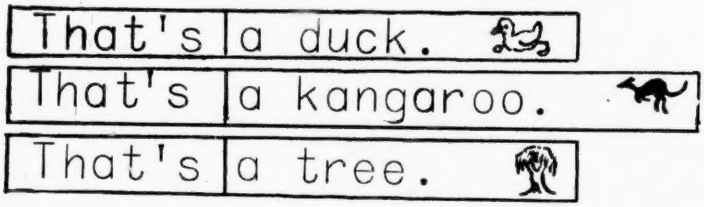
(a) Manipulation of Language Units

After the *"Detective Game"* (p.256) has been played to give oral practice in the use of "that's", labelling of objects may introduce the unit in written form. As the children watch, their responses are printed on prepared arrow cards. These are then "read", fixed in position pointing to the required object, and re-"read", e.g.



That's a clock.

The *"Detective Game"* may lead to manipulation of units on the magnetic board. In addition to the printed unit "That's", several illustrated sentence endings may be provided. To the question, *"What's that?"*, children may respond first orally, then by combining the appropriate printed units, e.g.



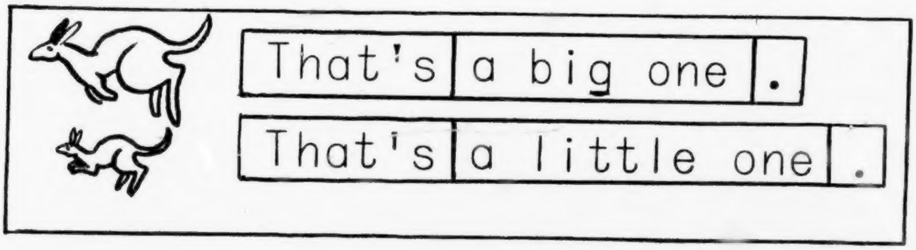
That's a duck.

That's a kangaroo.

That's a tree.

The printed units, "a cat" and "a dog" may be provided, both with and without illustration. At first, children may construct sentences using the illustrated versions. For matching and other recognition activities, both may be used.

Magnetized picture pairs prepared for size discrimination activities may be used to introduce the units "a big one" and "a little one". As children locate pairs, e.g. two kangaroos, opportunities will arise for oral practice of "That's a big one" and "That's a little one." Following such oral labelling, a child may be handed the appropriate unit cards and invited to tell his story in writing, e.g.



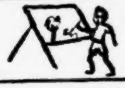
That's a big one .

That's a little one .

Manipulation of Language Units (cont.)

Activities involving oral practice of "I'm going to" will precede introduction of the unit in printed form. For example, during rhythmic activities (p.268) a child may announce what action he is going to perform - *"I'm going to jump"*, *"I'm going to swim"*. He may then construct the sentence in printed form using the unit cards handed to him.

Children may ask for a variety of content words, e.g. "fly", "hammer". These may be prepared as requested but need not be systematically reintroduced. Since it is not expected that many children will recognize these additional content words, illustrations may sometimes be added, e.g.

I'm going to	paint. 

The language units, "He's going to" and "She's going to" may also be introduced in printed form following oral practice. For oral activities suitable for this purpose, refer to -

p.268	Rhythmic Activities
p.256	Mime
p.257	*"What's Henry Going to Do?"*
p.257	*"What's She Going to Do?"*

Construction of sentences using sets of individual language unit cards may sometimes involve the use of projected unit slides. As units are projected, children place their cards in sequence, responding orally to each in turn, then reading the sentence constructed, e.g.

I'm big.
She's running.
That's Daddy.

(b) Recognition of Words and Sequences

The new units, "a big one" and "a little one", may be used in recognition games, children making themselves either big or little and responding orally as the unit cards are displayed. Similarly, children may respond to the units "a cat" and "a dog".

In addition to matching activities suggested previously (e.g. pp.183; 132-3; 114-5), children may use their language unit cards to match projected units. (Refer to "Manipulation of Language Units", p.272.) Sometimes, recognition activities may involve only two or three language units. For example, as either "a cat" or "a dog" is projected, children may respond sometimes orally and sometimes through mime. Children may also trace units on the screen, responding orally at the same time. (If a screen suitable for rear projection is available, units may be reflected from a mirror on to the screen. In this way, children may stand in front of the image without obliterating it from the screen.)

BLOCK D

Recognition of Words and Sequences (cont.)

Word and unit cards, spread on a mat, may be used for various word games, e.g.

(a) Children may locate a word or unit which the teacher nominates. (Several copies of each card may be included.)

(b) As a matching activity, children may cover words or units with those from an identical set.

(c) A group of advanced children, working with the teacher, may take turns in selecting a recognized word and naming it. Children keep count of how many words they have "won".

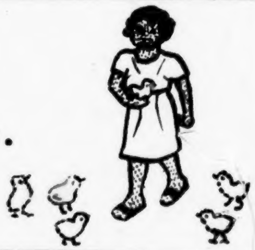
For further suggestions, refer to previous program segments, e.g. pp.190; 183; 132-3; 114-5; 49-51.

(c) Experience Reading

The writing and re-"reading" of daily news charts may be continued. "Secret messages", sometimes containing specified language units, may also be introduced during the morning talk session, e.g.

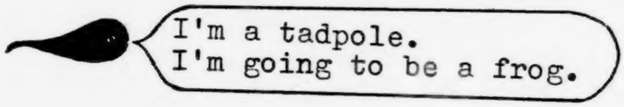
This is Mrs. Moonlight.

She's going to show us her chickens.



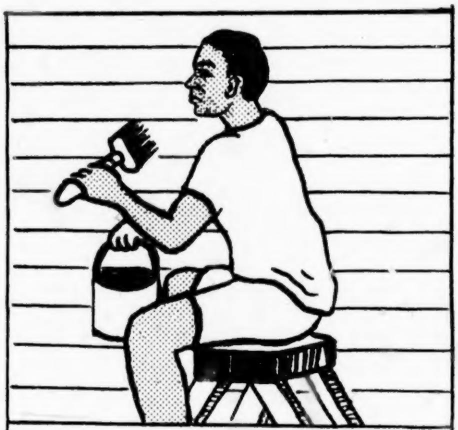
We are going to the farm today.

Each day, children may dictate a caption for a new picture and re-"read" captions written previously. Animal pictures may sometimes be selected, providing opportunities to develop the current theme, e.g.

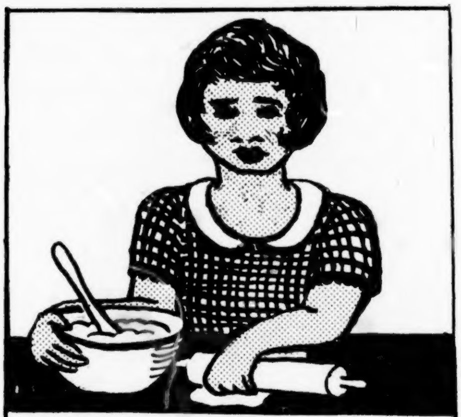

I'm a tadpole.
I'm going to be a frog.

Pictures used in the language game *"What's She/He Going to Do?"* (p.257) may also be captioned.

Experience Reading (cont.)

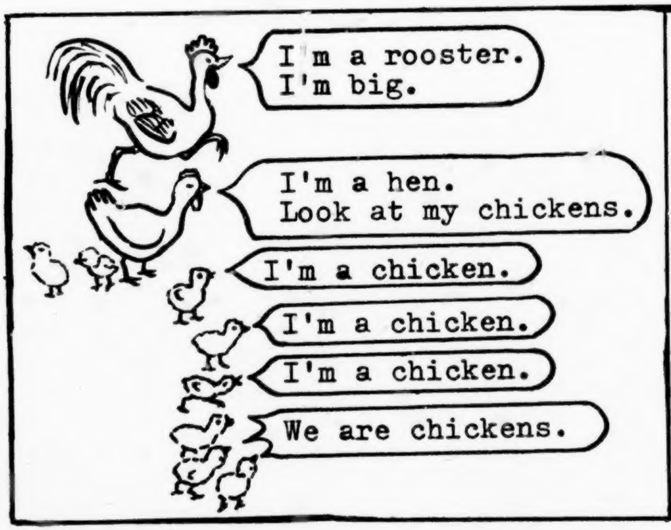


He's going to paint.



She's going to make a pie.

Development of the current theme, "Animal Families", may result in a variety of experience reading records. Such records will usually summarize the group's experiences with actual animals (brought to school by children or teacher), pets belonging to other classes, or animals encountered during excursions, e.g. to a farm or to the beach at low tide.


I'm a rooster.
I'm big.
I'm a hen.
Look at my chickens.
I'm a chicken.
I'm a chicken.
I'm a chicken.
We are chickens.

We went to the farm.

We saw ten chickens.

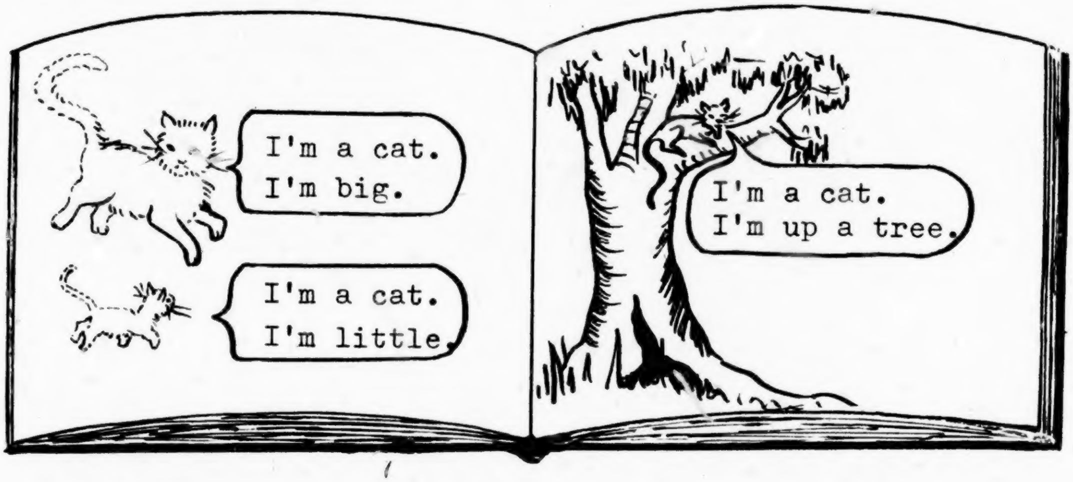
We saw their mother.
She's a hen.

We saw their father.
He's a rooster.
He is big.

BLOCK D

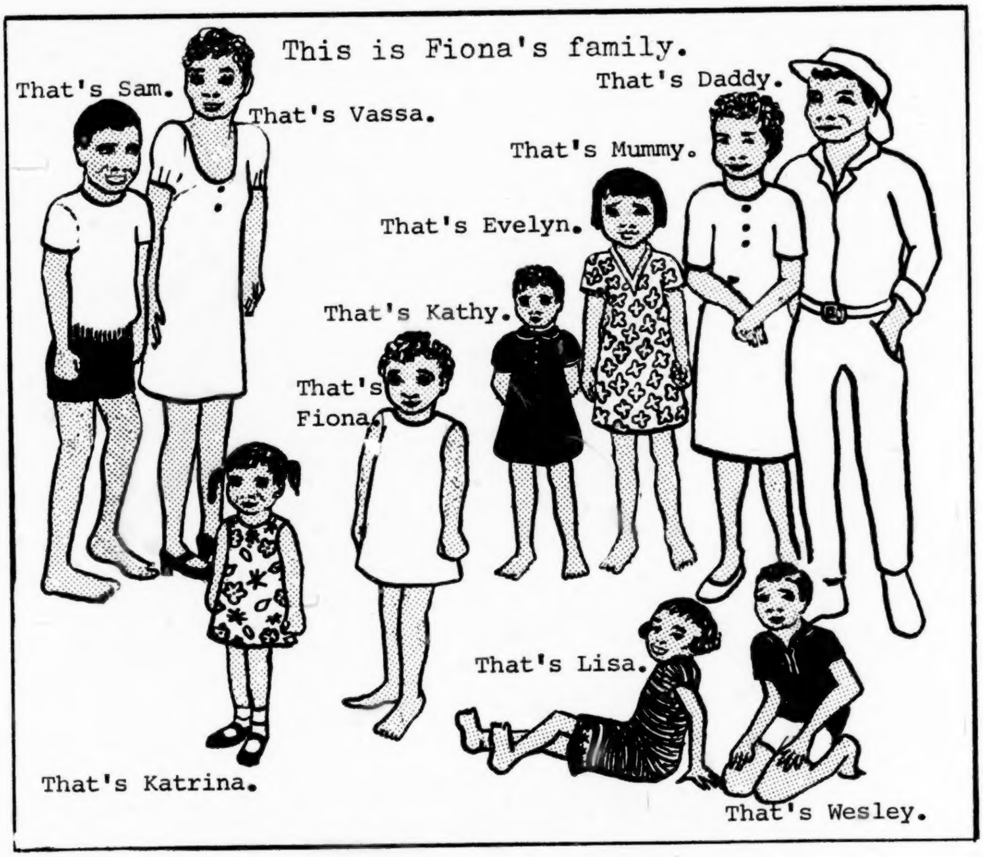
Experience Reading (cont.)

Following the introduction in printed form of the units "a cat" and "a dog", experience reading books about cats and dogs may be compiled. For example, after finding pictures of cats in magazines and drawing or painting some themselves, children may paste pictures into a "cat" book and suggest captions for each -


I'm a cat.
I'm big.
I'm a cat.
I'm little.
I'm a cat.
I'm up a tree.

As suggested previously, children may be encouraged to discuss their paintings, drawings and models, often dictating suitable captions to the teacher. As well as "reading" such captions as soon as they are written, children may re-"read" them to members of the class and of their own families. The language units "That's" and "That is" may be used in many captions. For example, a child may paint or draw his whole family. As he points out each individual, the teacher may write the required label, e.g.

Experience Reading (cont.)


This is Fiona's family.
That's Sam.
That's Vassa.
That's Daddy.
That's Mummy.
That's Evelyn.
That's Kathy.
That's Fiona.
That's Lisa.
That's Katrina.
That's Wesley.

(d) Practice Reading

Practice reading may be provided through a variety of activities. Each day a few minutes may be spent in re-"reading" arrow cards (p.270) and picture captions (pp.272-3).

Practice reading in a small group situation may follow sentence construction using language unit cards. For example, children's sentences may be allowed to accumulate on the magnetic board, to be re-"read" at the end of the session.

To provide practice in reading a particular language unit, simple group reading books may be made. Children may participate in the construction of such books, discussing and selecting pictures, suggesting captions, watching as captions are written, and "reading" the stories as they are completed.

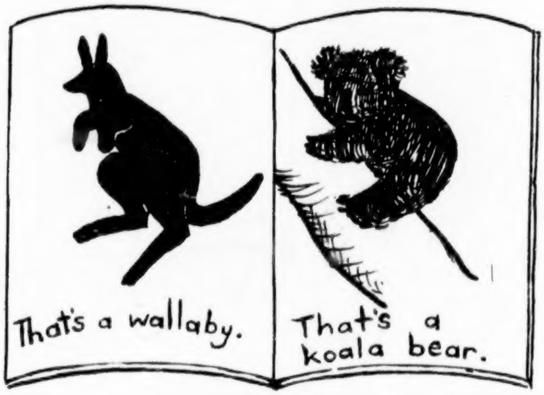
BLOCK D

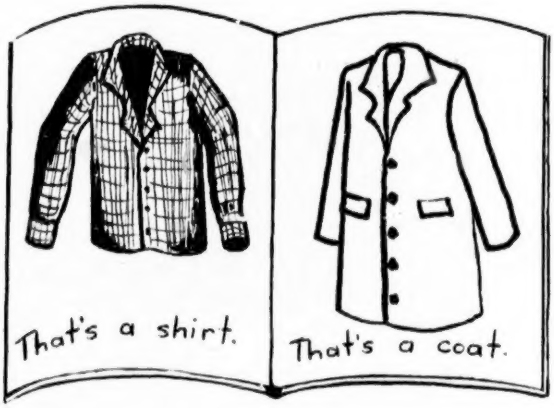
Practice Reading (cont.)

Classification activities may sometimes result in reading books which give practice in reading the units "That's" or "That is". Topics for such books may include -

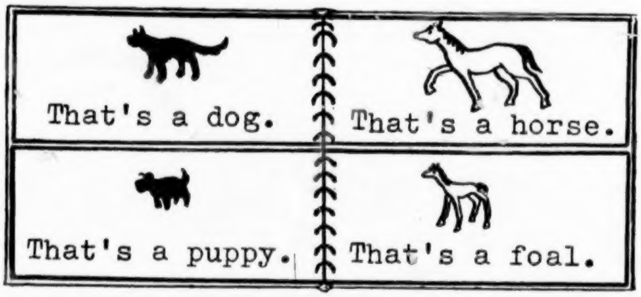
Animals; animals that live in the water;
animals that can climb; birds; food; fruit;
tools; things used for cooking; clothes; vehicles.

Sample pages for such books are:

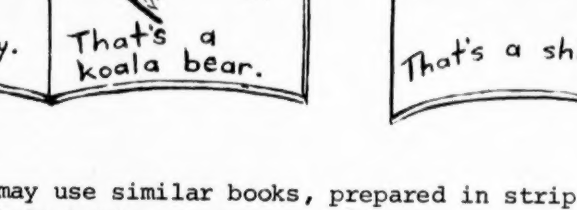

That's a wallaby.
That's a koala bear.


That's a shirt.
That's a coat.

Children may use similar books, prepared in strip form, to match animals with their babies, e.g.


That's a dog.
That's a horse.
That's a puppy.
That's a foal.

The strip principle may also be used to allow combination of each of several sentence beginnings with several endings, e.g.



Practice Reading (cont.)

Books prepared may include those with the following sentence parts, randomly ordered within each book:

Book 1

beginning	ending
I'm	big
I am	little
	a boy
	a girl
	Mummy
	Daddy
	running
	jumping
	playing

Book 2

beginning	ending
I'm	big
I am	little
He's	running
She's	jumping
	playing
	at home

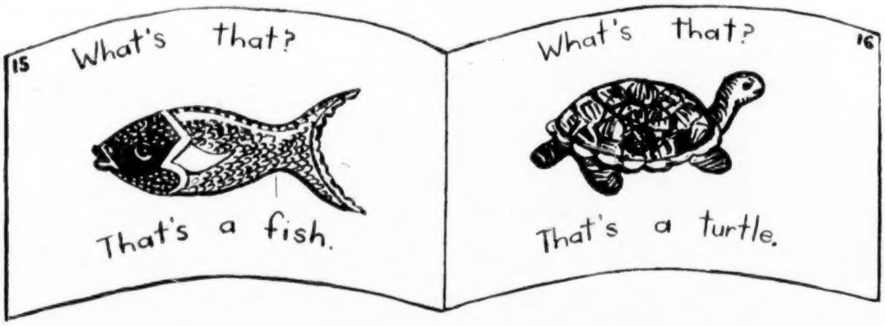
Book 3

beginning	ending
That's	a big one
That is	a little one
	Mummy
	Daddy
	a cat
	a dog

Book 4

beginning	ending
I'm going to	run
She's going to	jump
He's going to	play
I can	

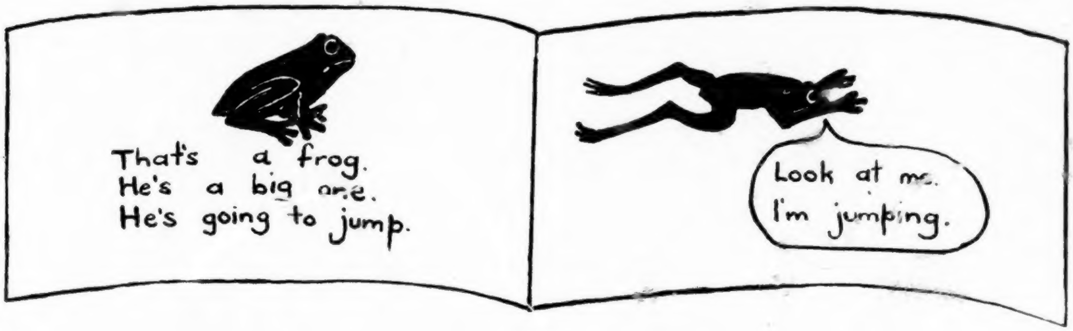
Reading booklets and worksheets which provide practice with one main structure may continue to be used, e.g. a "What's that?" booklet based on the *"Detective Game"* (p.256).


15
What's that?
That's a fish.
16
What's that?
That's a turtle.

Some of these materials may be taken home after the owner has demonstrated his ability to read them. "Take-home" reading cards (p.189) stressing particular structures may also be used in this way. Whenever possible, opportunities should be create[illegible]r teachers and parents to talk informally about the use of such materials, each reporting progress to the other. Such parent-teacher interaction may greatly increase effectiveness of "take-home" materials.

Practice Reading (cont.)

In addition to practice reading materials which contain one main structure, booklets may be prepared which contain a number of the printed units that have so far been introduced. For those children whose recognition skills are more advanced, books of this type may be particularly suitable, e.g.


That's a frog.
He's a big one.
He's going to jump.
Look at me.
I'm jumping.

Advanced children in the group may read an increasing amount from commercially produced materials. The following books, which stress the language units indicated, are among those that are suitable:

Language Unit	Story
I am	*Busy* P.M. Instant Readers 1R6 (Kea Press, 1970)
I am	*Me* P.M. Instant Readers 1R9 (Kea Press, 1970)
I am	*Grown Ups* P.M. Instant Readers 1R7 (Kea Press, 1970)
I am	*I am a Mouse* The Mouse Family, Book 1 (A.H. & A.W. Reed, 1971)
I am a boy, a girl, at home	*Which are you?* Read It Yourself Books, Set B, No. 5 (Reed Education, 1972)
I am	*Who are you at the zoo?* A Methuen Caption Book - The Blue Books (Methuen, 1966)
I am	*I am Busy* Jane and Peter Books (Chatto & Windus)
I'm	*I'm dancing* Islands Readers A1 (Reed Education, 1972)
I am	*I am in a tent* Collins Minibooks, Step 1, Book 6 (Collins, 1967)
I am	*Simon's Day* Blue Budgie Books (W. & A.K. Johnston & G.W. Bacon Ltd, 1967)

Practice Reading (cont.)

Language Unit	Story
I can	*I run* This is the way I go (Longman, 1971)
I can	*I fly* This is the way I go (Longman, 1971)
I can	*I jump* This is the way I go (Longman, 1971)
I can	*I crawl* This is the way I go (Longman, 1971)
I can	*I swim* This is the way I go (Longman, 1971)
I can	*I climb* This is the way I go (Longman, 1971)
I can	*What can I do?* Read It Yourself Books, Set B, No. 6 (Reed Education, 1972)
I can	*What can jump?* Read It Yourself Books, Set A, No. 5 (Reed Education, 1972)
Look at	*Oh Look at this!* P.M. Instant Readers 1R5 (Kea Press, 1970)
Look at	*The Light Green Book* What Colour is This? Book 3 (A.H. & A.W. Reed)
Look at	*Now I Am Five*, Book 2 (Standard Stationers, 1969)
Look at me	*Look at me* Collins Minibooks, Step 2, Book 3 (Collins, 1967)
I can, I am	*I see a giraffe* Collins Minibooks, Step 1, Book 2 (Collins, 1966)
He is	*Big Brother* P.M. Instant Readers 1R14 (Kea Press,1970)
She is	*Big Sister* P.M. Instant Readers 1R13 (Kea Press, 1970)
He's, She's	*He's Hopping* Islands Readers A2 (Reed Education, 1972)
I'm, He's, She's a boy, a girl, a man, a woman	*I'm Kimi. I'm a Boy* Islands Readers A6 (Reed Education, 1972)
I'm, He's, She's a dog	*I'm Drawing the Sun* Islands Readers A9 (Reed Education, 1972)
He's, She's, This is a man, a woman, a boy, a girl	*This is Manu. He's a boy. He's running* Islands Readers A14 (Reed Education, 1968)

Practice Reading (cont.)

Language Unit	Story
That's, This is a boy, a girl, a man, a woman	*This Is A Boy. That's A Girl* Islands Readers A7 (Reed Education, 1972)
That's, This is	*This Is The Door* Islands Readers A8 (Reed Education, 1972)
That's, This is, Look at, a cat	*Look At This. This Is A Pencil* Islands Readers A15 (Reed Education, 1972)
That's, This is	*This Is A Big Box* Islands Readers A16 (Reed Education, 1972)
a little boy/girl a big boy/girl	*big and little* Breakthrough to Literacy (Longman, Schools Council Publications, 1970)

For further practice reading suggestions, refer to Blocks A, B and C (pp.56-7; 121-2; 188-9).

(e) Writing

After each new printed unit has been introduced, children may be given experience in writing or tracing a sentence containing the unit. Before writing, children should always "read" the sentence. Often, they will also watch the writing movements made by the teacher as he or she writes.

Play with a typewriter may serve to increase children's interest in writing and in reading. At this stage, children may simply investigate the typewriter, with a little guidance from the teacher as to its use. Later in the year, some children may begin to produce words and sentences using the typewriter.

For further suggestions, refer to pp.190; 122-4; 57-8.

3. PERCEPTUAL SKILLS

(a) Auditory

Investigating Sounds

A variety of activities can involve the investigation and description of sounds. For example, during conservation or measurement activities with water, children may notice differences in sounds produced by striking containers which are "full", "empty" or "half full". Terms of length may be used by the children as they investigate sounds produced by suspended objects of various lengths - metal piping, spoons, etc., e.g.

"That's the longest one."

During activities involving pitch discrimination, children may be encouraged to use the terms "high" and "low". Movement to music provides further opportunity for use of these terms.

Recording and Identifying Sounds

As the present theme is developed, children's attention may be focused on animal sounds. Observations of animals at school or during excursions provide opportunities for recording sounds. These and other suitable recordings (e.g. tape C2) may be discussed and later replayed for identification. Oral use of the language unit, "That's", may be practised as children identify sounds, e.g. *"That's a little pig."*

The listening game, *"Which Sound Does Not Belong?"* (pp.191-2) may be played using some animal sounds.

In a *sound identification game*, a leader may select two objects which he displays to the group, e.g. a stone and a tin. Out of sight of the listeners, the leader uses these objects to produce sounds. Children attempt to describe the leader's actions, e.g.

"You banged the tin with the stone." or

"You dropped the stone into the tin."

To check their guesses, children may carry out the suggested action, attempting to reproduce the sounds. The terms "same" and "different" may be used as children listen critically to such attempts.

Imitating Sounds

In addition to reproducing sound sequences, e.g. with drums or click sticks, as suggested previously (p.125), children may imitate animal sounds which they have heard.

BLOCK D

Auditory (cont.)

Auditory Discrimination

Auditory discrimination activities involving word pairs to be judged "the same" or "different", e.g. *mat, hat; pencil, pencil; thin, tin,* should be continued.

"Pointing"

This auditory discrimination game involves the children in listening to pairs of similar-sounding words, as in the activity described above. The teacher selects word pairs, each of which may be illustrated with pictures or actual objects, e.g. *spoon, broom; pin, pen; hat, cat; bottle, wattle; ball, board; stone, bone; shell, bell; cake, snake.* Presenting one pair of pictures or objects at a time, word labels are supplied by the children and practice is given in saying and listening to the *two* words. Then, as the teacher says either word in the pair, children listen and point to the object or picture named.

The phonic game, *"Which Word Does Not Belong?"*, may be continued as suggested previously (p.192). Initial sounds to be stressed in this game may include those associated with puppets, especially with the new puppet, *Googa Goanna,* e.g.

girl, gecko, foot, goat

The *phonic story completion game* (p.192), taking the form of either a connected story or a number of separate items, may be continued, e.g.

A foal is a baby h....
That piece of rope is very l....
My cat has six little k....
There's no water in that tin. It's e....
I have five fingers on my h....
Little chickens are f....
I will drink my m....
The flowers grow in the g....
I'm hopping like a k....

A phonic version of the language game, *"I Spy"*, may also be introduced, e.g.

"I spy with my little eye something
beginning with 's'" *

Phonic Puppets

As well as continuing activities involving *Henry, Susie, Mumma Moo* and *Tottie Turtle,* the new pu[illegible] *Googa*** *Goanna,* may be introduced.

---

* Sound only, not letter names, should be used.

** *"Googa"*, pronounced with a short "oo" as in "look", means "goanna" in one Aboriginal language.

Auditory (cont.)

Googa may be given a name card which the children teach him to read. The class may play the game, "*Googa Goanna likes ....*". Children may also take *Googa* on a walk to start his collection, then his book. To provide as much repetition as possible of *Googa's* sound, each of the stories written in his book should contain his name, e.g.

Googa Goanna likes goggles.

Googa Goanna likes girls.

Since there may be difficulty in locating sufficient words beginning with "g", some of the words listed below may supplement those suggested by the children -

gecko
galah
goat
goose
gander
gosling
goldfish
guinea pig
grub
gallop
gallon

gum
gum tree
gun
garden
good
green
gold
grey
garage
gunyah
Gus

girl
ghost
Gertie
Gavin
Godfrey
Goffo
Goldilocks
granny
grandpa
grocer
Grover

goggles
games
gate
glue
glass
glasses
grass
gas
gap
gravy
grow

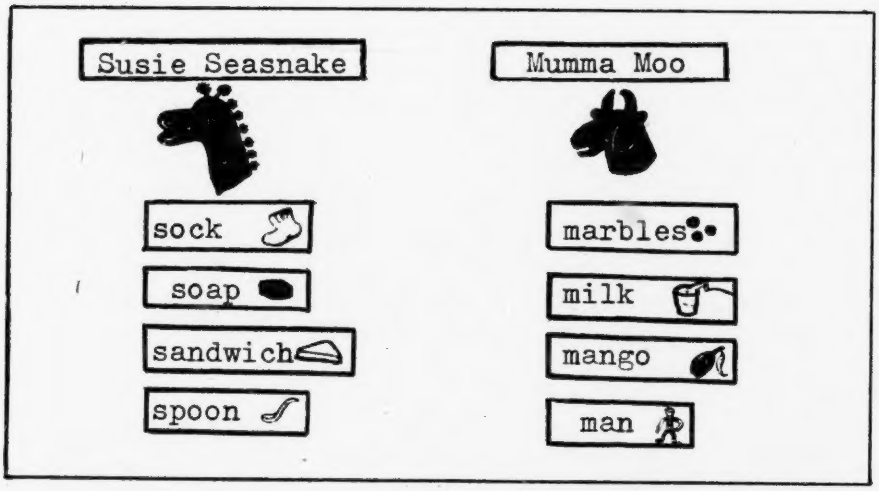
go
guess
giggle
giddy
growl
give
gammon
grapes
grease
ground
good-bye

As various puppets' collections are reviewed, children may be given practice in the oral use of "that's", e.g.

"That's Googa's gun."

Pictures of some of the objects nominated during puppet games may be prepared, with single-word labels, for use on the magnetic board. In a sorting activity two, and later three, puppets may be used. Children name objects, say and listen to each word and then place labelled pictures under the appropriate puppet figure. As lists of words with the same initial sound and letter are developed, children's awareness of the association between sound and visual symbol may be increased, e.g.

Auditory (cont.)



Book corner materials may include some picture books with single-word labels, although much greater emphasis should be placed on reading of whole sentences. Puppets may be helped to locate and read their own sections in such books or series of booklets. Children may also find and read "their" sections of books or series such as:

P.M. Listening Skillbuilders - 24 booklets
(Price Milburn Ltd, 1970)

The Cat in the Hat Beginner Book Dictionary by P.D. Eastman
(Collins and Harvill, 1965)

Picture Dictionary, Stage 1 Jacaranda Individualized
Language Arts Programme (Jacaranda Press, 1972)

Pictures and Sounds abc by Nixie Taverner
(Philograph Publications, 1963)

Child's First Dictionary (McGraw-Hill Far Eastern
Publishers (S) Ltd, 1971)

2000 Words - 10 books by Mollie Clarke (Rupert Hart-Davis
Educational Publications, 1968)

The Big, Happy ABC by Joan and Roger Bradfield
A Giant Tell-a-Tale Book (Western Publishing Co. 1971)

Rhymes and Finger Plays

Experience in saying and hearing rhymes and finger plays, particularly those stressing sounds associated with phonic puppets, should be continued. Among the jingles included, some may stress the final "t", often omitted by the children from the unit "that's" ("tha's").

Auditory (cont.)

The rhyme *"Rat-a-tat-tat"*[*] (p.127) is particularly suitable for this purpose.

In addition to rhymes and finger plays suggested previously, the following rhymes may be introduced -

Gallop, pony, gallop now,
Gallop, gallop - go!
Gallop, pony, gallop now,
Go! Go! Go!

Go! Go! Go!
Don't be slow.
Go fast! Go fast!
Go! Go! Go!

Go and get some gum
From the big gum tree.
Get some gum for all the girls
And get some gum for me.

Grubs in the grass,
Grubs in the ground,
Guess how many grubs
I have found.

Gilly Gull
Likes to glide
Over the ground and sea.
He swoops down low,
Plays games with the waves
And says "You can't get me."

Googa Goanna goes to wait
In the sun near the garden gate.
Guard your nests little birds or he
Might grab an egg, for his tea.

I saw a slippery slithery snake
Slide through the grasses, making them shake.
He looked at me with his beady eye.
"Go away from my pretty green garden", said I.
"S-S-S-S-S", said the slippery slithery snake,
As he slid through the grasses, making them shake.

(Listening only)

Stories which stress *Googa's* sound may be told to the children. *Go Dog Go* by P.D. Eastman (Collins and Harvill, 1965) is suitable. Others may be written by the teacher or by older children in the school.

Rhyme

Many previously suggested activities, designed to increase awareness of rhyme, may be continued, e.g. saying, listening to, and dramatizing of rhymes. The following rhymes may be among those included -

---

[*] To avoid reinforcing an omission of possessive "s" in this rhyme, children's attention may be focused on the final "s" in "Grandma's".

Auditory (cont.)

What do you suppose?
A bee sat on my nose.
Then, what do you think?
He gave me a wink
And said, "I beg your pardon
I thought you were the garden."

The Broken Chair

"My chair. My chair!"
Cried Baby Bear.
"Who's broken my chair?
Who's broken my chair?"

Said Mother Bear,
"Now who would dare
To break the chair
Of my baby bear?"

"Listen, listen!"
Cried Father Bear.
"Bare feet on the stair!
Who is there? Who is there?"

Look at Me

I jump up and down,
Like a funny old clown.

I wriggle and squirm,
Like a very small worm.

I dig with my hand,
Like a dog in the sand.

I fly very high,
Like a bird in the sky.

I crawl on the floor,
Like the baby next door.

I am spinning around,
Like a top on the ground.

Now I'm tired, and so
Off to bed I will go.

Inventing and Completing Rhymes

The teacher may sometimes assist children to create simple rhymes by suggesting the opening structure. Similar rhymes, invented or located by the teacher, may be used for rhyme completion by the children, e.g.

That's a pig.
He's very (big).

1, 2, 3, 4
I'm a lion.
I can (roar).

Little bird,
Fly up high
In the (sky).

We are little bandicoots,
With our claws we dig for (roots).

Look at the frog.
He's sitting on a (log).

Wombat, wombat
You're getting very (fat).

Kangaroo, kangaroo,
I wish that I
Could hop like (you).

Look at emu dashing past.
He can't fly
But he runs very (fast).

Auditory (cont.)

"Goodness gracious", Granny said,
"Good Goanna's got into my (bed)."

A big turtle sat on the end of a log,
Watching a tadpole turn into a (frog).

The tadpole's father
Is a frog.
The puppy's father
Is a (dog).

Nominating Rhyming Words

Children may be asked to listen to and to find the rhyming words in a familiar couplet. At first, heavier emphasis may be given to the rhyming words, e.g.

"Little Jack Horner

Sat in the corner."

Using three pictures, children previously have nominated those whose names rhyme (p.196). They may now begin to find rhyming pairs from a sequence of spoken words, e.g.

shoe, red, blue

"Which Word Does Not Rhyme?" may be played using series of four or more pictures. Children name objects then listen as they and others say the series, e.g.

moon, bird, spoon, balloon

The odd word in the series is then nominated. Worksheets for use in this activity may sometimes be prepared.

"Do They Rhyme?": Children may determine whether pairs of words rhyme, e.g. *dog, fish; bed, head*. As they gain competence in this activity, children may act as leaders, presenting word pairs to the group.

Stories which sharpen awareness of rhyme may be introduced, e.g.

Hand, Hand, Fingers, Thumb by Al Perkins (Collins & Harvill, 1970)

Time for a Rhyme by Ellen Wilkie (Rand McNally, 1966)

What is that? by Denman Hampson (Wonder Books, 1961)

The Pear Shaped Hill by Irving A. Leitner (Golden Press, 1969)

Goodnight Mr Beetle by Leland B. Jacobs and *Round is a Pancake* by Jean Sullivan in Sounds of Home by Bill Martin Jr, pp.48-61; 34-41 (Holt Rinehart & Winston, 1966)

One, Two by Annie De Caprio. An Early-Start Preschool Reader (Wonder Books, 1965)

Just Suppose by M. Garelick (Scholastic Book Services, 1972)

BLOCK D

(b) Visual

Tachistoscopic Program

The tachistoscopic program may be developed as suggested previously (pp.196-7; 131-2; 66), with appropriate decrease in exposure time. In response to composite slides, children may match sequences of two abstract shapes (Set B - see p.213). Sequences of three animals (Set A) may also be constructed.

If lack of electric power prevents use of projected materials, prepared cards may be "flashed" by the teacher. After each child has attempted to match the shape or sequence, the teacher may display the stimulus card for checking.

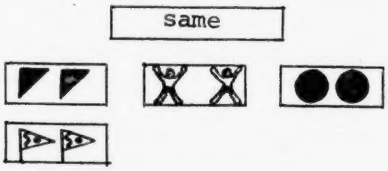
To extend more effectively all of the children during tachistoscopic activities, some small group tachistoscopic work may be undertaken while others in the class use puzzles, books, etc. For each session involving the whole class, one or two mothers may agree to assist by checking card orientation and sequences, and by providing any necessary guidance for a section of the class.

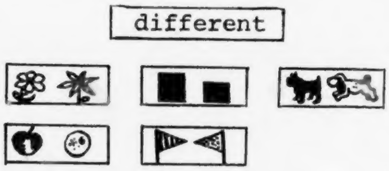
Visual Discrimination

As well as continuing activities of the types suggested previously (e.g. pp.197; 132-3; 67-9), the following games may be introduced:

"Same or Different?" Card Game

A set of cards*, each with two pictures or abstract figures, may be sorted according to whether the pictures are "the same" or "different". Children are encouraged to use these terms as they sort cards with one or several of their friends. Completed groupings may also be discussed as they are reviewed with the teacher, e.g.





Tracks

Visual discrimination activities may include location and identification of the tracks made by animals in the local environment. Through attempts to express in language the differences among tracks which are examined, children may gain experience in using terms of number, size and shape.

---

* Refer to Equipment Appendix, pp.410-411

Visual (cont.)

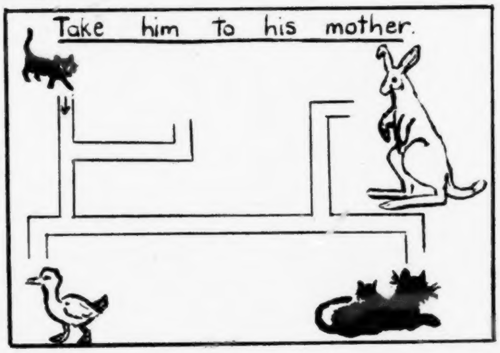
A sharpened awareness of differences in pattern and size may result from children's attempts to make "animal" tracks in the sand or dirt. In some communities, there may be elderly people who would agree to talk to children about animals and to instruct them in using fingers and sides of hands to produce copies of tracks.

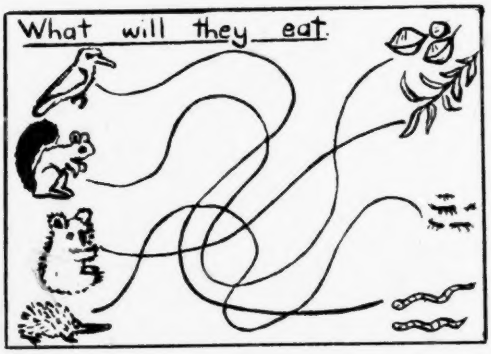
The footprints of class members and sometimes of other people may also be a source of interest which stimulates children to exercise discrimination skills. Informal activities may involve comparing tracks, comparing feet, and matching feet with tracks.

"Whose Tracks are These?" is a game played in a shady outdoor area. Children sit spaced well apart with eyes closed. A leader taps one child who walks quietly through a sandy or dusty area near the group and returns to his place. When instructed by the leader, children open their eyes and examine the tracks, attempting to identify the child who made them.

Visual Association

Visual association activities may reflect the current theme. For example, children might match baby animals with their mothers or fathers (p.276) or animals with foods that they eat, or places where they live. Materials used in such activities may include circuit boards (pp.135; 222), pictures for sorting, animal dominoes, commercially produced puzzles of various types*, and worksheets. Activities with worksheets of the following type may provide language experience and practice of manipulative skill:


Take him to his mother.


What will they eat.

Sets of folded association picture cards may also be prepared. Some of these may extend the *"Parts"* game (p.168) designed for vocabulary extension and to provide practice with standard language structures. Sets of the following types are suggested:

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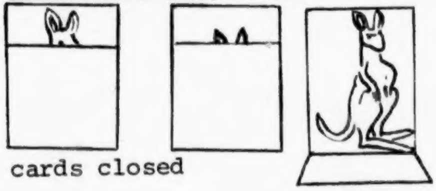
* Refer to Equipment Appendix, p.411

BLOCK D

Visual (cont.)

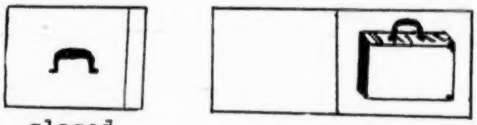
Whose ears are these?



cards closed

open

Handles



closed

open

Visual discrepancy exercises (p.198) may be continued, sometimes providing practice with new language units, e.g.

"The dogs are in a tree."

"That's too heavy for the little girl."

Visual memory activities of the types suggested previously (e.g. p.198) may also be continued.

4. DISCOVERY

Colour

Activities involving sorting (p.199) and naming of colours, including the colours of Cuisenaire rods, may be continued. Children may locate a small object hidden under or behind one of a set of variously coloured tumblers (or tops from pressure cans). As they guess where the object is, children practise use of colour and spatial terms, e.g.

"It's under the yellow one."

Colour mixing using poster paints provides opportunities for practising new language units as well as colour names. Children may take turns in selecting colours which they themselves combine. Before mixing, members of the group may speculate as to the outcome. Then, when paints have been mixed, the resulting colour is described, e.g.

"He's going to mix yellow and red."

"I think it's going to be green."

"That's orange."

As well as mixing poster paints or water tinted with food dye, combinations of colours may be produced by overlaying differently coloured pieces of cellophane or perspex. Following paint-mixing, the following rhyme may be read to the children -

Paints

When I put yellow
Paint on red,
The colours change
To orange instead.

And, mixing blue
And red, I get
A pretty shade
Of violet.

Another trick
That I have seen:
Yellow and blue
Turn into green.

There's magic when
My colours mix.
It's fun to watch them
Doing tricks.

BLOCK D

Size

Through many activities, children may be encouraged to make observations of size, using as well as responding to comparatives and superlatives.

Opportunities for observation and discussion of size may be provided through activities relating to the current theme, "Animal Families". Actual animals, met on animal walks or excursions may stimulate comment, e.g.

> *"The father goat's horns are longer than the baby's."*
>
> *"A kangaroo is bigger than a wallaby."*
>
> *"The baby bird's tail is shorter than the mother's and the father's."*
>
> *"That's the smallest chicken."*

For studying small animals, a magnifying glass may be used to make the animals look "bigger". Terms of length may be used as children observe animals whose length varies, e.g. caterpillars and guinea pigs.

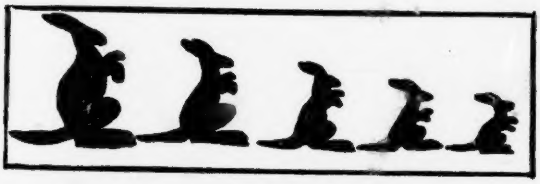
When using structured mathematical materials, children may be encouraged to discuss what they are doing. They may also respond to directions from the teacher, e.g.

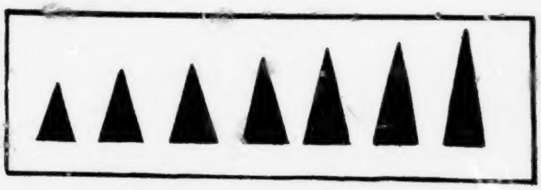
Teacher:	*Hold up the smallest rod.* *Tell me about that rod.*
Child:	*It a white rod.*
Teacher:	*It's a white rod. Yes.* *Tell me something else about it.*
Child:	*It's the smallest.*

Listening to and discussing suitable stories may provide further experience with terms of size. For suggested titles, refer to list on pp.298-9.

Seriation

Informal seriation activities of the type suggested previously may be continued. Materials used may include wooden seriation inset puzzles. Finer discriminations may now be required in such activities, e.g.





Seriation (cont.)

During free play with rods, bars of interlocking cubes, number boats, etc., children may be encouraged to construct staircases and to tell about them. Towers of Unifix interlocking cubes may also be constructed by children and arranged in order of height (p.77). Children may be encouraged to add number caps to their towers, referring to a chart which associates number symbols with groups of objects, if necessary.

Seriation of a set of rods may follow each child's location of the rods in response to the teacher's directions, e.g.

tan, pink, dark green, orange, red

Estimation

Estimates of the number in groups of concrete materials, pictures, or projected number slides may be made more frequently as children's concepts of cardinal number develop. In particular, actual numbers ranging from 0 - 4 may be presented. Incidental opportunities for estimation may often arise, e.g. when sorting, looking at picture books, during handcraft activities or on excursions.

Comparisons of weight may be made by children as they handle objects of widely differing weight. The use of terms "heavy" and "light" may be encouraged. Listening experience in the use of inflected forms "heavier" and "lighter" may also be given.

As experience in measuring, using arbitrary units, is increased, children may give more realistic estimates before actually measuring. Sometimes, estimates may be written by the teacher as children watch. Children may then read their estimates and check by measuring and counting.

Measurement

Measurement activities, in which arbitrary units of measurement as well as measuring strips are used, may be continued as suggested previously (pp.201; 138).

Following comparison of weight by estimation, children may use a pan balance and discuss what happens. Opportunities for listening to and using new language units may arise during such activities, e.g.

"That's light."

"That's heavier."

To establish measurement strategies in small group situations, the teacher may sometimes work with one group, encouraging suggestions, estimation and discussion, and giving any necessary support while other children in the class work independently.

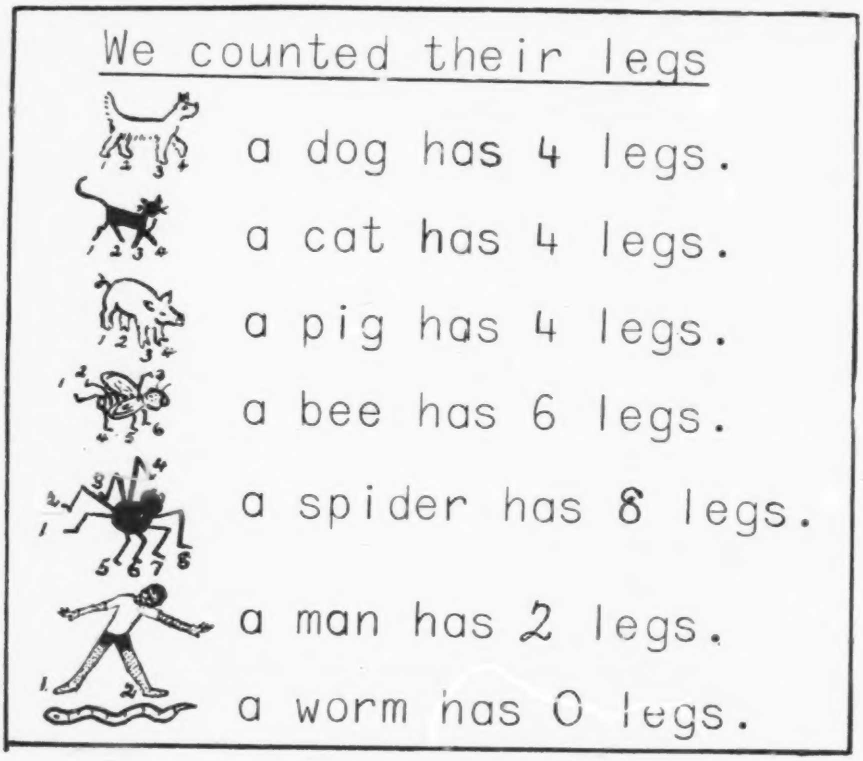
BLOCK D

Number

In association with experiences of cardinal number, e.g. "four", the numeral may be introduced as the teacher or a child writes it, or as a child selects the appropriate number card. In number games such as skittles, children's scores may be recorded in written form, e.g.

Warren	4
Violet	2
Horrie-John	9

During the current period, number investigations may relate to the animal theme. Children may observe actual animals, using a magnifying glass when necessary, to discover how many legs they have. Results of the investigations may be recorded on an experience reading chart, leaving space for additional information as other animals are encountered, e.g.



We counted their legs

a dog has 4 legs.

a cat has 4 legs.

a pig has 4 legs.

a bee has 6 legs.

a spider has 8 legs.

a man has 2 legs.

a worm has 0 legs.

Number pictures (p.203) and number books (p.138) may extend the study of a particular number, e.g. "4", over a period of weeks. Re-reading of these materials and of number experience charts may establish more firmly the meaningful recognition of numerals. Use of worksheets (e.g. p.203) and number puzzles, e.g. peg boards (p.77), bead or cotton reel poles, and number posting boxes (p.204) may serve a similar purpose.

Number (cont.)

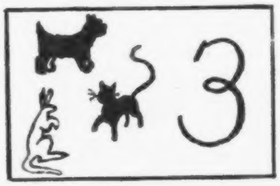
Children may begin responding to written instructions during some group or individual activities. For example, when sorting small objects such as beads or pegs into groups of a given number, children may "read" with the teacher the accompanying directions, e.g.

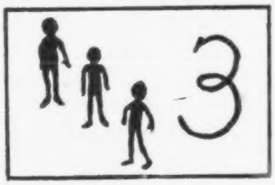
Put 4 in each box.

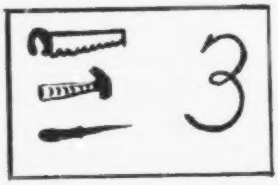
To reinforce the association of numeral with previously identified number groups, children may sometimes place small numeral cards beside each of the groups which they have constructed. Cards may then be "read" aloud to another child, the teacher, or an assisting mother.

As concepts of cardinal and ordinal number develop, reinforcement of an association with a digit may also occur as children watch the teacher write a numeral then write it or trace it themselves. Repetition of the number by children and teacher may be encouraged in the form of a patter accompanying the writing of numbers.

When children use number worksheets (e.g. p.203) or when tracing or copying numbers on cards, the teacher may attempt to check the oral labelling which each child gives his number group and numeral. Suitable number cards may be protected in plastic folders for tracing with chinograph pencils. A variety of configurations may be used and may sometimes involve "set" ideas, e.g.







As well as counting of concrete objects, rhythmic counting may be introduced to facilitate automatic sequencing of numbers. Children may clap, tap, point, jump, bend their knees rhythmically, beat click sticks, be birds flapping their wings, etc. as they count. A child may suggest actions or may act as the leader whose actions are followed by the group.

In rhythmic counting, stress patterns may later become varied. Claps may be alternately loud and soft or may be phrased, e.g. in groups of three -

/   /   /
1, 2, 3, 4, 5, 6
1, 2, 3,   4, 5, 6,   7, 8, 9

Number (cont.)

The use of number rhymes and songs, some with actions, may be continued. (Refer also to pp.262; 202; 195; 139-140; 129.) The following rhymes are suggested:

A bird has two legs,
A cat has four.
A bee has six,
But a spider has more.

A spider has eight legs,
Caterpillar has many,
But the poor old worm,
He hasn't any.

One to get ready,
Two to get steady,
Three to be OFF!

Zero, zero, fat and round
Go and sit down on the ground.
Numeral one so straight and tall
Run and stand beside the wall.
Now it's your turn numeral two,
Jump up like a kangaroo,
Numeral three now you must hop
And by the window you must stop.
Now get ready, numeral four,
Clap four times then jump to the door.

(Numeral cards are distributed
before this rhyme begins)

Number rhymes and stories (e.g. p.298) may sometimes provide a stimulus for children's artistic expression. Painting sessions may follow listening to and brief discussion of the following rhymes:

One is one,
Just one - all alone.
Me by myself
No one else
Here to see.
Just me.

One, two
Me and you.
You talk to me
And I'll talk to you.
Two of us,
One, two
Me and you.

The idea of addition may be developed informally through various activities in which concrete materials are combined. During free or directed rod play, children may discuss "trains" which they have built by placing rods end to end.

Other structured materials may also be used. For example, after building towers with interlocking cubes, children may combine two small bars and find a boat* to fit or a tower to match the new one. During discussion, use of terms such as "more", "bigger" and "longer" may be encouraged.

The idea of addition may be illustrated through experience with a range of environmental and structured materials. Environmental materials might include both discrete objects such as schools, toy cars, magnetized figures and continuous quantities such as water or plasticine.

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* Refer to Equipment Appendix, p.402

One to One Correspondence

Experience in one to one correspondence may be provided as suggested previously (pp.205; 78-9), e.g. matching sets of objects on the magnetic board or matching glue brushes with bottles, lids with jars, children with drums. During discussion, use of terms such as "more", "enough", and "the same" may be encouraged.

Sets

Using actual objects or pictures on the magnetic board, children may construct sets as directed, name sets, match sets, and count the members of each set. Children may also indicate which of two sets has "more" members and may be encouraged to use the term "more" themselves.

Sets composed of children may provide opportunities for practice in the use of the new language unit, "we are". (Refer to p.254.)

Conservation

Activities of the types suggested previously may be developed as children manipulate materials and discuss what happens. (Refer to pp.205-206.)

Spatial Knowledge

Outdoor games may provide children with spatial experience and the language with which to express their relationships with other objects in space. For example, children may follow instructions such as *"Jump over the rope."* As they move rhythmically, children may chant *"We are jumping over."* As they approach a rope, children may go either "over" or "under" in response to a leader's directions.

Phrases expressing spatial concepts may be used by the children and teacher in many situations, sometimes related to the current theme, e.g. describing animals, discussing where they live or their location in illustrations. As children gain experience in the use of spatial terms, associated experience in the appropriate usage of the definite article and possessive pronouns* may be informally provided, e.g. *"near the water"*, *"under the rocks"*, *"inside her pouch"*.

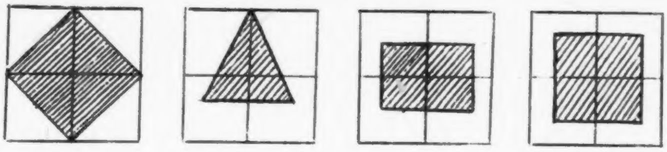
Simple shape jigsaws may be made from wood or cardboard. To prevent children from assembling shapes by use of colour alone, more than one shape of a particular colour should be provided, e.g.

---

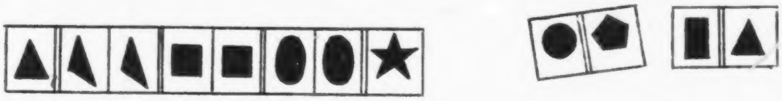
* The definite article tends to be used by Aboriginal children in some situations where the possessive pronoun is appropriate, e.g. *"in the hand"*, while the indefinite "a" is often used instead of the definite article, e.g. *"in a middle"*.

BLOCK D

Spatial Knowledge (cont.)



Children may also use sets of shape dominoes in which are included two or more similar shapes of the same colour, e.g.



Other activities - sorting, naming, counting shapes, and playing games involving spatial terms, may be continued as suggested previously (pp.206-207; 199; 141).

"Discovery" Stories

Stories may sometimes be used to explore further a concept which has been the focus of attention as children manipulate materials and discuss their experiences. The following stories are recommended:

Story	Concepts or Terms Stressed
A Fish Out of Water by Helen Palmer (Collins & Harvill, 1963)	more, a lot, lots of too much, too big
Put Me in the Zoo by Robert Lopshire (Collins & Harvill, 1964)	more very small/tall
Ten Apples Up on Top by Theo Le Sieg (Collins & Harvill, 1963)	*cardinal number* - 1 to 10 *idea of addition*
Old Hat, New Hat by S. & J. Berenstain (Collins & Hafvill, 1970)	too big, too small, too flat/too tall too loose/tight too heavy/light
Little, Big, Bigger by Beth Clure and Helen Rumsey, Bowmar Early Childhood Education Series (Bowmar, 1968)	little big bigger
Round Things Everywhere by Seymour Reit My World Series/For Early Childhood (McGraw Hill, 1969)	round circle

"Discovery" Stories (cont.)

Story	Concepts or Terms Stressed
The Big Happy 1-2-3 by Joan and Roger Bradfield, A Giant Tell-a-Tale Book (Western Publishing Co., 1971)	*cardinal number* - 1 to 10 *one to one correspondence*
Sounds of Numbers by Bill Martin Jr. (Holt, Rinehart & Winston, 1966) - a collection of stories, rhymes and pictures	*various terms*
Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)	*colour names*
Out and In by Elizabeth Hulbert (Scholastic Book Services, 1970)	*spatial* - out, in; up, down; around; up and over

SUGGESTED ACTIVITIES

BLOCK E - WEEKS 21 - 25

THEME: WORK PEOPLE DO

Activities relating to the theme, "Work People Do", will provide children with opportunities to discover more about the occupational roles of people in their own community. Children's interest in members of their immediate families, and in others who affect their lives, may guide development of the theme.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Work People Do					
Week	21	22	23	24	25
ORAL USE Listening to new units	Inversion - questions, e.g. beginning with "is" or "are" phrases introduced by "at", e.g. at school at the store	they are use of "said"	(noun/pronoun) are going to e.g. We are going to paint. are you going to		
Using new units	you are phrases introduced by "at", e.g. at school	inversion - questions, e.g. is he ...? yes/no	they are	(noun/pronoun) are going to e.g. We are going to paint. are you going to	REVISION
READING Language units	We are at school	(noun) is, e.g. Daddy is big. a woman	in a tree	You are	
Additional vocabulary	boys girls	a tree Yes No	in dogs cats	up ball	

(B) PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Producing sounds, as tools and other materials associated with various occupational roles are investigated by the children.

Listening to terms used by the teacher and other children as sounds are discussed. Terms may include "the same", "alike", "like a ...", "louder" and also ordinal terms as children's attention is directed to sounds in a sequence.

Responding to and using relevant terms in meaningful situations.

Responding through movement to variations in the pitch and volume of sounds.

Recording "work" sounds, including short meaningful sequences, during excursions and in dramatic play when children assume occupational roles.

Replaying these and other sounds for identification and discussion.

Playing the listening game *"Which Sound Does Not Belong?"* using prepared items which include "work" sounds.

Responding to auditory cues. For example, during drama, "trees" may begin to sway when they hear a shaker.

Imitating sounds and sound sequences vocally and by other means, sometimes as sound effects for stories and dramatization.

Vocal Sounds

Saying rhymes and listening to stories and rhymes which stress particular sounds.

Discriminating between sounds as familiar games are played with appropriate increase in item difficulty.

Playing the game *"Build this Picture"* which involves auditory discrimination and the sequencing of pictures from left to right.

The introduction of *Pippo Possum*. Drawing on the children's classificatory experience to play the game *"Pippo Possum likes..."* Taking *Pippo* on a walk and starting his collection, and his book. Continuing activities with previously introduced puppets.

Sorting objects and word-picture cards in terms of initial sound. Circling words located in the same manner in the game *"Phonic Circling"*.

Listening to and selecting *Which One is Right?* from a pair of sentences, e.g.

Cats have wings.
Birds have wings.

Listening to and describing *What was Silly?* in each of several sentences, e.g.

That cat barked at me.

Rhyme

Listening to, saying and dramatizing rhymes.

Completing and inventing simple rhymes.

Locating from a collection of pictures or actual objects the one whose name rhymes with a given word, in the game *"Rhyming Pairs"*.

Playing other familiar games and listening to stories which increase awareness of rhyme.

(ii) Visual Skills

Tachistoscopic Program

Matching single shapes from Set B, with appropriately decreased exposure time. Matching sequences of three abstract shapes (Set B) and occasionally sequences of animals (Set A).

Saying, matching and sometimes tracing projected words and language units.

Other Training Activities

Constructing an arrangement of shapes and, through language alone, directing a second group of children to construct an identical arrangement. This game *"Construction"* may accelerate acquisition of spatial terminology as well as contributing to the development of visual skills.

Continuing other activities involving visual discrimination and discrepancy. During discrepancy activities, practice with new language units may be provided, e.g.

They are writing with forks.

Playing visual memory and sequencing games.

Discussing and explaining of matching in various visual association activities.

SUGGESTED DAILY PROGRAM - WEEK 21

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 "Where is Henry Hiding?" "Is he...?" (pp.327 Weather etc. - "Is it hot?" Colour of the day (pp.382-3) Talk-work theme - children's relatives Captions News and chart Attendance-"I'm here" "Is Jane here?"	1. Questions providing experience with "at..." phrases e.g. "Who works at the store/post office/mill? etc. 2. Picture talk - work theme (p.325-7) 3. Missing words - particularly "at..." phrases (p.329) 4. Miming work roles-rhythmic activities - "We are hammering" etc.	1. Using singular-plural strip book (p.62) - verbal labelling e.g. "boys", word matching etc. 2. Word recognition activities (pp.350-6) including practice with "at" and demonstrated use of "Word Check" books (p.353) 3. Practice reading e.g. teacher-prepared story	Outdoor Activity - 1. Vocal response to word cards 2. Writing in sand or dirt
DAY 2 Henry - "Is he.....?" Day, weather, etc. Number of the day Talk about work picture, then caption e.g. "We are painters." Handling and discussing actual object related to picture News and chart Attendance "Peep-hole" (p.171)	inversion, "we are..." 1. Question-and-Answer Games (p.330) - "Is this....?" "Yes, it is" etc. 2. Saying, listening to "we are" rhymes (p.259) 3. Missing words - "We are..." items (p258) 4. Rhythmic activities- "We are running" etc. (If polaroid camera is available, take photos of children moving)	"We are" 1. Manipulation - children tell stories orally then in writing - "We are running/jumping" etc. 2. Experience reading- "We are..." using photographs of the children (pp.357-8) or children's drawings (See "Art", day 1, p.308)	1. Guided writing (p.363) e.g. "We are big." 2. Individual and group activities e.g. reading to teacher, using book corner, circuit boards (p.355), word-picture dominoes (p.352) jigsaws (p.354) "Word Check" (p.353)

DAY 3 Henry - "Is he...?" Day, weather, birthdays, ages etc. Colour of the day Number of the day Talk, caption picture Re-read captions, arrow cards News and chart "Secret messages" e.g. "We ...."	1. Question-and-Answer Games (p.330) 2. Plurals activity and use of singular-plural strip book (p.62) 3. Constructing sets of boys and of girls- "We are boys." etc. (p.254, 347)	"boys", "girls" 1. Manipulation of units- children tell stories "I'm a girl." "We are girls" etc. orally then in writing 2. Labelling and displaying word-picture cards (p.348)-"boys","girls" 3. Outdoor activity e.g. in response to card "boys" or "girls" appropriate group leaps	1. Writing in sand or dirt - "boys", "girls" etc.- vocal response to word or unit, then write 2. Writing patterns in sand or dirt e.g. 0-0-0-0-0
DAY 4 Henry -"Is he....?" Day, weather etc. "What's Different?" Colour of the day. Number of the day Talk-work theme Captions News and chart "Tell Me" Time Attendance	Inversion, phrases 1. "Who is he? Who is she?" (pp.328,171)-"Is it Eunice?" etc. 2. Question-and-Answer Games (e.g. Type B, p.330) 3. Rhythmic activities - "We are at school." etc.	"at school" 1. Manipulation-tell story orally then in writing -"We are at school." 2. Discussing pictures then reading and completing captions with "at home" or "at school" 3. Captioning and displaying photograph of group - "We are at school."	1. Worksheets e.g. children read then write or trace sentence - "We are at school." 2. Children draw picture 3. Free activity
DAY 5 Henry -"Is he...?" Day, weather e.g. "Is it a cold day?" Colour of the day Number of the day Talk - work theme Captions News and chart Attendance-"Is Jane here?" "Yes, she's here" etc. Listening time	1. Detective Game (p.256)- "What's that?" "Who is he/she?" 2. Miming work roles, rhythmic language practice e.g. "We are builders. We are hammering." 3. Detective Game - "Who are you?" "We are nurses." etc.	1. Matching and reading sentence strips using strip books (p.183) captioned pictures teacher-made stories etc. 2. Recognition e.g. responding vocally to words/units, taking "photo" (p.351) writing in air, on paper etc. (pp.350-1) 3. Group reading including manipulating units with teacher	1. Children read sentences on worksheets - "We are girls." "We are boys." 2. Boys and girls select appropriate sheet and copy or trace sentence adding illustration as others work with teacher 3. Free activity

SUGGESTED DAILY PROGRAM - WEEK 21

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Listening to, saying rhymes, including new rhyme (pp.336-9) 2. Introduction of discrimination game "Build this Picture" (p.367) 3. Re-reading of puppets' books 4. Which Word Does Not Belong?" using worksheets which children discuss (p.366) 5. "I Spy" - phonic version (p.282)	1. Rhythmic counting (p.295) 2. Responding to numeral- each child places required number of counters, e.g. plastic lids on desk then joins in checking by counting 3. Estimating then measuring using "boys" or "girls", fingertips touching, as "units" (p.381) e.g. "....between the door and piano" 4. Measuring shorter distances using paper dolls - fixing in position and adding numerals as children count (p.381) 5. Group activities	Dramatic Play - 1. Free activity including dramatic play using dressing-up materials, props etc. 2. Shopping activity ART Children discuss things that they do at school, then paint or draw pictures (to be labelled "We are..." -see "Reading", Day 2, p.306)
DAY 2 Visual 1. Tachistoscope - brief matching of single slides 2. Tachistoscope - matching sequences (p.373) - "Are you right?" "Yes, you are." "Are you ready?" etc. 3. Visual association activity - pairing pictures on magnetic board or using worksheets	1. Sorting lids or other items according to colour. 2. Estimating which set has "the most" members 3. Demonstrating relative number in sets of different colours using a 10x10 grid (pp.376,383-4) 4. Group activities e.g. sorting objects and comparing number in groups, using grid; making number groups or patterns with pegs or cubes (p.376); measuring using paper dolls (p.381); using puzzles-peg boards (p77) number jigsaws (p.384) etc.	Investigation of Tools Children handle and discuss tools, watch tools being used and use some themselves (The assistance of an Aboriginal carpenter or the manual training teacher may be sought) A tape-recording of some sounds may be made Story Listening to story which develops the work theme (p.345)

DAY 3 Auditory 1. Saying, listening to rhymes 2. "Same or Different?" (p.366) 3. Puppet activities (p.367) - introducing Pippo Possum, playing "Pippo Possum likes..." providing Pippo's name card etc. 4. Discrepancy -"Which One is Right?" (pp.370-1)	1. Estimating how many cups of water to fill teapot (p.380), locating numeral on number line (p.380) then checking by children; writing number 2. Discussing then checking a. how many cups can be filled from teapot b. how many people can have a cup of tea 3. Group activities e.g. measuring (p.293), using cubes to build number groups (p.376), using "pie" puzzles (p.389)	Music 1. Making tunes on chime bars, xylophone etc. for short sentences e.g. "We are boys/girls". 2. Watching teacher write sentence, then singing selected tune 3. New song, familiar songs-some with actions Craft and Number Constructing "number trains" of various lengths (p.387)
DAY 4 Visual 1. Activities to increase awareness of "sidedness" and develop familiarity with terms "right", "left" e.g. holding up left hand, touching left ear, standing on one leg-"right" or "left" as leader directs 2. Matching single slides-"Are you ready/very fast?" etc. 3. Matching slide sequences (p.373)	1. Identifying numeral then constructing number group by each child e.g. using cubes or shells 2. Estimating which "number train" (p.387) is needed for a given collection of objects 3. Arranging numeral cards-1,2,3,4,5 - in order and discussing 4. Activities involving concept of zero 5. Suggesting position of zero in sequence of numeral cards 6. Number worksheets	Art Wool Pulling 1. Writing name on the back of art paper 2. Dipping length of wool in poster paint, dropping it onto art paper, then drawing it by one end over surface 3. Paper may be folded in half to produce symmetrical print if desired
DAY 5 Auditory 1. Puppet activities - start Pippo's book, sort objects belonging either to Pippo or Tottie (p.367) 2. Saying, completing rhymes (p.371-2) 3. Rhyming Pairs (p.367) 4. "Build this Picture" (p.367) 5. Identifying and imitating recorded sounds	1. "Feel It" (p.333) 2. Locating rods of designated colour (a) visually; (b) by feel e.g. "Find....pink." 3. Responding to, using terms of size and number e.g. "....a train as long as 2 yellow rods", "...a rod shorter than pink." (pp.292, 376-7) 4. Building staircases and stating observations 5. Free activity including building with rods-encourage discussion	Story and Drama 1. Children retell then dramatize favourite story 2. New story (pp.342-5) Outdoor Activity 1. Physical skills e.g. somersaults on mat; throwing ball at target on wall or tree; throwing, catching large balls 2. Making shapes on ground a. with ropes, sticks b. by spreading sheets of stiff paper with shapes cut out, then sifting over e.g. with sand

SUGGESTED DAILY PROGRAM - WEEK 22

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 Henry - "Is he...?" Day, weather etc. Colour of the day- "Are **Ivy**'s ribbons red?" Number of the day Talk - work theme - child draws family member at work for captioning in book (p.356) News and chart - "John said..." (p.325) Attendance - introduce attendance board (p.387)	inversion 1. Question-and-Answer Games-"Is...?""Are...?" (p.330) 2. "What's in My Hand?" (p.331) 3. Picture talk using picture of a woman- include inverted questions-"Is she old?" etc.	"a woman" 1. Telling story - "She is a woman." orally, then in writing 2. Matching unit "a woman" with pictures in room, reading as unit is matched 3. Picture of men and women-teacher writes "a man" or "a woman" beside each figure as dictated by children	1. Worksheets - children read story - "She is a woman." then trace or write adding illustration 2. Children read completed story then select puzzles-word dominoes (p.352) word jigsaws (p.354) circuit boards, books etc.
DAY 2 Henry Day, weather, ages etc. "What's Different?" Colour of the day- "Is your shirt blue?" etc. Number of the day Talk about work in community - children may suggest excursion Captions News and chart (p.325) Attendance-"I'm..." "She's...", "Is she...?" etc. - discuss attendance board (p.387)	"is" (statement and question, 1. Sequences (p.168) "This is...." 2. Detective Game - "Who are you?" "Who is he/she?"-using work pictures e.g. "He is the pilot." 3. "Is This It?" (p.332) 4. Rhythmic activities - moving, chanting e.g. "Is he running?" "Yes he is."	"is" 1. Manipulation of units- "He is....", "She is.." teacher points to each word as children read 2. Children find "is" in each sentence 3. Teacher cuts unit card- "He is" into 2- children identify each word 4. Recognition -"is"- matching and saying, taking "photo" tracing word in crayon on sand paper (p.350) writing etc. (pp.350-3)	1. Worksheet - children trace all occurrences of "is" (p.354)- saying the word aloud as they work 2. Free activity- books puzzles etc. - some children play word games on mat with teacher e.g. "Word Lotto" (p.351) or "Pairs" (p.352)

DAY 3 Henry Day, weather etc. Colour of the day, "Tell Me" Time e.g. "...things to eat that are yellow" Number of the day Talk-work theme News and chart Secret messages Attendance (p.387)	inversion, "(name) is" 1. "What's in My Hand?" (pp.331-2) 2. "Descriptions" (p.334)- "It is...", "Kathy said..." (p.325) 3. "Is it Like This?"- teacher sketches, making errors (p.334) 4. Children tell about themselves e.g. "I'm six." Others recall e.g. "Brian is six."	"(name) is" 1. Manipulation -stories about children e.g. "John is a boy" orally then in writing, using "is" cut from unit or superimposing name on "He" or "She" (p.347) 2. Captioning-photographs of children in group or magazine pictures of "Daddy" or "Mummy" e.g. "Brenda is painting." 3. Group activities	1. Reading sentence e.g. "Daddy is a man" on worksheet or chalkboard to teacher 2. Copying or tracing sentence then adding illustration as small group works with teacher 3. Free activity- writing in plasticine, puzzles, book corner etc.
DAY 4 Henry Day, weather-"Is it.." etc. Colour of the day - "Are they blue?" etc. Number of the day Talk- work theme Captions News and chart- "Tom said..." (p.325) Attendance - "I'm..." "Is Sharon here?" etc.	1. Rhythmic activities - "We are boys. You are girls." etc. 2. Missing Words (p.329) "They are" items 3. Definitions (pp.334-5) "What is a tree?" Experience reading-summary may result 4. "Tree" song (A13) or "I Will Be a Pine Tree" (A7) "Cat in the Plum Tree" (T1)	"tree" 1. Labelling pictures of trees-sentence label e.g. "That's a tree." and word label (p.348) 2. Recognition activities e.g. matching, "picking". rubbing out, vocal and dramatic response; "Which One Went Away?" (p.352) 3. Group reading-practice reading with teacher while others use work-sheets	1. Worksheet - children trace word "tree", circle occurrences of word (p.354) then read and copy or trace sentence e.g. "That's a tree." 2. Free activity including cutting pictures from magazines for captioning in class books (p.359)
DAY 5 Henry-"Is he...?" (p.327) Day, weather etc. Colour of the day Number of the day Talk Captions and arrow cards News and chart Attendance (p.387) "Peep-hole" (p.171)	1. Sequences (p.168) 2. "Parts" (p.168) using work-associated objects- "This is the handle." etc. 3. Question-and-Answer Games (p.330)-as children use "Yes" or "No", teacher holds up word card	"Yes", "No" 1. Children read sentences beside pictures on magnetic board and answer orally and by placing word card 2. Picture talk (pp.325-7)- summarized on experience reading chart	

SUGGESTED DAILY PROGRAM - WEEK 22

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes including some with Pippo's sound (pp.369-70) 2. "Build this Picture" (p.367) 3. Phonic Story Completion Game (p 366) 4. Puppet games-sorting and reading word-picture cards on magnetic board, including items for Pippo (pp.283-4) 5. Naming pictures, finding rhyming pairs	Group Activities Teacher-guided activities with cubes e.g. building towers of given number, seriating towers, placing number caps on towers; halving, adding, subtracting (p.386); estimating number in towers; using cubes to measure items after estimating and writing "as long/high/wide as" designated items (p.377); storing cubes in 10's (p.385) Other activities may include: Weighing (p.382) covering shapes (p.382) making mosaics and using "pie" puzzles (p.389) sorting shapes-comparing number in groups e.g. with grid (p.386); using puzzles etc.	Art 1. Painting or making collage pictures of "a woman"-children select materials from boxes of scrap e.g. cloth, wool, seeds, buttons, metal foil, bark, wood-shavings etc. 2. Dictating then reading captions 3. Sharing creations in group situation- displaying, discussing, admiring Story 1. Select story providing practice with "said" or inversion 2. "Who Said It?" (pp.328, 105)
DAY 2 Visual 1. "Sidedness" activities e.g. hopping on right foot, touching left elbow etc. Children may stick gummed stars to right hand and foot 2. "Construction" (p373-4) demonstrating game with two teams of children 3. "Hidden Pictures" worksheets (p.197) -tracing outlines of designated type e.g. "eggs" or "tools", counting and writing the total number, with help if necessary	1. Briefly examining number group, e.g. magnetized fruit on tree, estimating how many children could have one (p.380) 2. Stating then writing estimates by children 3. Checking by 1 to 1 correspondence, then discussing 4. Briefly examining number group, estimating if there are "more than 3" 5. Checking by matching with a group of 3 and by counting-encourage discussion (p.380) 6. Free activity	Music 1. Children find tunes on chime bars, xylophone or piano for short sentence e.g. "I'm a nurse." 2. Watching as teacher writes sentence then referring to written sentence as selected tune is sung 3. Creating new songs similarly and dramatizing as songs are sung 4. Learning a new song (pp.341-2) and singing familiar songs, including a number song e.g. "Five Little Candles" (D4)

DAY 3 Auditory 1. Saying, listening to rhymes 2. "Pointing" (pp.366,282) 3. Puppet activities (p.367) 4. Completing rhymes e.g. "You are..." (pp336-7) 5. Phonic Memory Game (p.63) using objects beginning with "p" sound	1. Rhythmic counting (p.295) 2. Recognizing, responding to numerals-include game "What's My Number?" (p.332) 3. Activities involving sharing e.g. 1 bottle of milk, 2 children; 6 marbles, 3 boys 1 orange, 2 girls; children suggest solution then test and discuss 4. Group activities	Craft Collage Trees 1. Children draw tree on stiff paper 2. Children roll crepe paper balls, cut leaves from paper or other material or crumple tissue paper to glue to tree 3. Each tree is labelled by children or by teacher as dictated by child
DAY 4 Visual 1. Tachistoscopic - matching single slides and sequences 2. Visual association- from a collection of magnetized pictures children find pairs that "go together", explaining their selections	1. Counting concrete objects, associating numeral, writing numeral 2. Constructing, naming sets using concrete objects 3. Estimating which of 2 sets "has more" or whether numbers are "the same" or "equal" (p.380) 4. Checking by using grid(pp.383-4), or by counting 5. Tracing number cards (p.295)	Excursion Children may visit a place of work to watch, listen to explanation etc. or Dramatic Play Work-associated props may be available for dramatic play Story Listening to, discussing story (pp.343-5)
DAY 5 Auditory 1. Listening to, saying , dramatizing rhymes e.g. "Trees in the Wind" (p.427) 2. Identifying work-associated sounds e.g. "They are hammering" 3. Puppet activities including game involving classification ideas (p.368) 4. Rhyming Pairs (p.372)	1. Seriation activity- arranging magnetized animal figures in order of height-discussing 2. Rhythmic activity based on animal arrangement e.g. "Little possum, you are..."(p.346) 3. Responding to terms of size (p377) 4. Estimation activities as for Day 2,(p.312) 5. Group activities e.g. using cubes, number jigsaws, constructing number groups-matching numerals etc.	Outdoor Activities 1. Physical skills-somersaults on mats, jumping "over" ropes ("low", "higher" etc.), through hoops, across "creeks full of crocodiles" ("narrow","wider""the widest creek" etc. P.376) 2. "Sidedness" activities e.g. "Hop on your left foot to the green triangle." 3. Number game with written scores 4. Games e.g. Are you the Leader? (p.333-4), "What's the Time, Mr. Wolf?"

SUGGESTED DAILY PROGRAM - WEEK 23

MORNING TALK	LANGUAGE 1		
DAY 1 Henry-"Is he....?" Day, weather etc. Colour of the day- "Are they red? Yes, they are." etc. Number of the day Talk about health picture -"They are...." etc. caption picture News and chart - "Mary said...." Attendance - discussing attendance chart etc. (p.387)	ORAL "they are" 1. Picture talk- "Who are they?" "What are they doing?" etc. (p.327) 2. Caption picture- "They are..." 3. Classification activity using magnetized pictures-discuss groupings "They are red/ tools."etc. (p.324) 4. Detective game - "What are they?" - "They are...."(pp.329-30)	READING 1. Recognition activities (pp.350-3) 2. Teacher asks questions-children respond orally and with "Yes" or "No" card 3. Practice reading-sentences beside pictures, children answer with "Yes" or "No" card 4. Group reading including teacher-guided manipulation of units	WRITING 1. While some children work with teacher others write e.g. Read and Draw a woman a tree a man 2. Free activity
DAY 2 "What's Different?" Day, weather etc. Colour of the day - "They are blue." "Is this blue?" etc Number of the day Talk- work theme-caption picture e.g. "They are..." Re-read captions, arrow cards News and chart Attendance "Secret messages" (p.325) "We are going to..."	"they are" 1. Question-and-Answer Games, Type C (p.330) 2. "Feel Bag" with several round objects-feel, discuss, then look at objects - "They are..." 3. Similarities and differences (p.328) pairs of objects - "They are..." etc. 4. Rhythmic activities.. "They are ...." "We are...." (p.346)	"cats", "dogs" 1. Re-reading captions containing "We are" 2. Discussing picture of cats-"What would they say?"-caption and re-read- "We are cats" 3. Similarly- "We are dogs" (Notice Susie's letter and sound) 4. Recognition e.g. matching using singular-plural strip books (p.62)	Guided Writing 1. Reading sentence e.g. "We are cats" 2. Writing first word after watching teacher write it 3. Writing remaining words similarly 4. Reading completed sentence and illustrating 5. Free activity including word games with teacher guidance

DAY 3 Henry Day, weather, ages, birthdays etc. Colour of the day Number of the day Talk and captions News and chart Attendance "Secret messages" (p.325)- "We are going to..."	inversion, "they are" 1. "What's in My Hand?" (pp.331-2) 2. Discussing classes of objects in picture books (pp.324-5) 3. Discussing, captioning similar teacher-prepared pictures e.g. "They are tools/birds" 4. Listening to rhyme "Corroboree" (p.338) 5. Dramatizing rhyme	1. Recognition activities matching and saying, rubbing out, vocal response etc. (pp.350-4) 2. Brief practice reading with whole class 3. Group reading including teacher-guided practice reading (p.360) and word games e.g. "Naming" (p.352) "Pairs" (p.352) or "Word Lotto" (p.351) "Matching" (p.351-8d)	1. Some children read sentence on board to teacher, then trace or copy. Other children use worksheets e.g. discriminating and writing "boys","dogs" (p.363) 2. Free activity-puzzles, word games, book corner, typewriter, telephones etc.
DAY 4 Henry "What's Different?" Day, weather etc. Colour of the day Number of the day Talk e.g. related to excursion Captions News and chart Attendance "Peep-hole" (p171)	1. Detective Game (pp329-30) -"What are they?" etc. 2. Missing words (p.329) "They are" and other units 3. Similarities and Differences (p.328) 4. Rhythmic reading, singing of "I'm a Tree" (A13) 5. Miming climbing a tree-sit in "tree" chanting-"I'm in a tree."	"in a tree" 1. Children tell story "I'm in a tree" orally then in writing 2. Reading sentences with pictures on magnetic board answering "Yes" or "No" e.g. "Mummy is in a tree"	1. Guided writing "I'm in a tree" 2. After writing and reading, children illustrate story 3. Free activity - encourage use of "Word Check" books (p.3531
DAY 5 Henry Day, weather-"Is it...?" Colour of the day Number of the day Talk about work, picture - caption News and chart - "...said" (p.325) Attendance	inversion, "they are" "at" phrases etc. 1. Question-and-Answer Games (pp.330-1) 2. "Who is he/she?" (pp.328, 171) 3. Definitions (pp.334-5) 4. "What are They" (p.331)	"in" 1. Manipulation of language units 2. Examine sentences to find "in" 3. Recognition activities-word matching, "picking" rubbing out etc. 4. Pictures illustrating "in" and "out" (p.349) -discuss, label with single word and sentence	1. Children select one of the sentences from preceding activity to write and illustrate 2. Children read completed sentence to teacher then select activity e.g. word dominoes (p.352) word wheels (p354) word jigsaws (p.354) "Word Check" (p.353)

SUGGESTED DAILY PROGRAM - WEEK 23

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes 2. Imitating sounds - kettle boiling; train approaching then receding in distance 3. Articulating Henry's sound-producing flutter in candle flame 4. Puppet games e.g. naming pictures on board then helping Pippo circle things that he likes (pp.368-9) 5. Auditory discrepancy- "What was Silly?" (pp.370,335)	1. Examining, discussing, sorting magnetized shapes - "They are triangles" etc. 2. Attempting to reclassify collection on a different basis e.g. colour instead of shape (pp.387-8) 3. Logic game-attempting to answer teacher"s questions after sorting e.g. "Are all the triangles red?" (pp.387-8) 4. Identifying shapes by feel-hands behind backs, each child receives shape from teacher-feels, announces "I think it's a ......" then displays to group for checking	Craft 1. Threading drinking straws to make shapes e.g. triangles-encourage discussion involving concepts of number, shape, size etc. 2. Suspending some shapes to form mobile(s) Story Listening to, commenting about story selected for conceptual content (pp.389-90) or language structure/theme (pp.343-5)
DAY 2 Visual 1. Visual discrepancy - "They are..." (pp.375,335) 2. Tachistoscope - matching single slides 3. Tachistoscope - matching slide sequences (p.373)	1. Rhythmic counting (p.295) 2. Estimation involving ideas of area e.g. red triangles to fit on biggest square (p.382)-locating estimated number on number line (p.380) 3. Checking estimates, discussing 4. Group activities e.g. sorting sticks into 3's or 4's to make "triangles" or "squares", using Treasure Box to construct groups of "things that go together"-comparing number in groups using grid (pp.383-4) making patterns with cubes then storing in 10's (p.385) using puzzles-jigsaws (p.384) etc.	Music 1. Singing of familiar songs, including rhythmic reading of a suitable song 2. Singing of song invented by children - recording then listening as song is replayed 3. Learning new song (pp.341-2) 4. Singing and dramatizing suitable song 5. Listening to recorded songs Dramatic Play etc. Free activity - using dressing-up materials, telephones, play store etc. or selecting clay modelling puzzles, etc.

DAY 3 Auditory 1. Completing rhymes (p.372) 2. Rhyming Pairs (p.372) 3. Puppet activities 4. Investigating, discussing, recording sounds produced by children e.g. using tools (p.365) 5. Identifying, commenting on sounds as they are replayed	1. "Counting-out" rhyme (pp.385-6) to select leader for "What's My Number?" (p.332) 2. Estimating relative length/ height (p.380) 3. Checking e.g. by direct comparison (encourage suggestions for other means of checking-measuring with bars of cubes etc.) 4. Free activity-covering shapes (p.382) constructing mosaics, using number puzzles etc.	Health 1. Discussing, captioning of picture with health theme e.g. "They are...." 2. Examining two bowls of water-one soapy one plain water-children feel and discuss Excursion Trip to see goods weighed or otherwise measured (pp.380-1)
DAY 4 Visual 1. Word slides- matching, vocal response, tracing on screen, writing in air etc.(pp.373,350) 2. Visual discrimination activity using worksheets chart or reading readiness book	Group Activities e.g. Using cubes to construct groups of same colour, combining in number patterns e.g. in 5's or alternating 2's and 4's (p.376) Sorting shapes on mat, counting groups, associating numerals (p.385); Using balance to make collection in one pan "equal" in weight to given object (p.382) Using "pie" puzzles (p.389) and constructing mosaics, covering shapes with others (p.382)	Music 1. Singing familiar songs 2. Singing song invented by children 3. Learning new song(pp.341-2) 4. Moving to music Outdoor Games Activities may include: "Counting-out" rhyme (p.385) to select leader; "Follow the Leader; Are you the Leader?" (pp.333-4); races starting "One to get Ready" (p.296) and providing experience with ordinal terms
DAY 5 Auditory 1. "Build this Picture" (p.367) 2. Saying, listening to rhymes (e.g. p.371) 3. Naming pictures in rhyming series -visually similar rhyming words may then be written by teacher and read by group (pp.129-131) 4. "Which Word Does Not Rhyme?" (p 287)	Outdoor Activity 1. Vigorous rhythmic counting (p.295) 2. Collecting or arranging items as directed, responding to terms of size, number and space- discussing collected items (p.376) 3. Working in "pairs"- selecting numeral card (in bank book cover), identifying number, making groups of that number around card using pebbles, shells, sticks etc. 4. Examining other children's number groups - discussing	Story and Drama 1. Listening to story - selected as stimulus for drama and art 2. Dramatizing story Art 1. Painting large pictures about story (music may be played as children work) 2. Captioning pictures, reading captions, sharing paintings in group situation

SUGGESTED DAILY PROGRAM - WEEK 24

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 Henry -"....between..." Day, weather etc. - "Is it raining?" Colour of the day Number of the day - extend discussion about selected number (p.383) Talk Captions News and chart Secret message (p.352) - "We are going to ..." "Smell It?" (p.333)	1. "What are They?" (p.331) handle actual objects after guessing 2. "What's in My Hand?" (pp.331-2) with experience reading summary (p.358) 3. "Tell Me" Time - "some things that are round." 4. Drama, rhythmic activities-moving chanting "I'm a ball. I can bounce."	"ball" 1. Label picture of ball (p.348) and pocket for storing ball (p.356) 2. Recognition activities 3. Practice reading of teacher-prepared story 4. Group activities including teacher-guided manipulation of units and word games e.g. "Pairs" (p.352)	1. Some children select "read and draw" work-sheets (p.361), others trace occurrences of word "ball" on work-sheet (p.354) or write "ball" under pictures (p.363) 2. Children select books, word games puzzles, strip books. "Word Check" books etc.
DAY 2 Henry - "...between..." "What's different?" Day, weather etc. Colour of the day Number of the day Talk about space, rockets etc. Captions News and chart Attendance - "Is Ronnie here?" etc. Listening time	1. Question-and-answer games (pp.330-1) 2. Missing words (pp.258, 329) 3. Rhyme - "Climb in the Rocket" (p.259) 4. "Tell Me" Time - "...something that goes up" - record on experience chart 5. Drama - trip to the moon-as rocket takes off, chant "I'm going up to the moon."	"up" 1. Teacher writes sentence "I'm going up to the moon" on chart, children read and later illustrate 2. Captioning picture-"up" "down" (p.349) 3. Recognition activities e.g. displaying words from pack, children respond to "up" vocally and by leaping up as word appears 4. Group reading-manipulation etc.	1. While group works with teacher, others write and draw e.g. "up", "down" picture with labels 2. Free activity - some children read to teacher e.g. "take-home" cards; others select puzzles, reading games, pictures dictionaries etc.

DAY 3 Henry- "Is he...?" Day, weather, etc. Colour of the day Number of the day Talk- pilots, drivers, skippers etc. Captions News and chart Secret messages (p.352) "We are going to...", Attendance	1. Detective Game - "Who are you?" "What are they?" etc - include work pictures- (pp.329-30) 2. Answering "Who am I?" Items e.g. p.260 3. Rhymes stressing "you are" (pp.336-7) 4. Mime, rhythmic activities -"She's...", "We are..", "They are.." etc. (pp.346, 335)	1. Recognition activities matching, responding vocally and through drama (ball, up,tree, woman etc.) 2. Discussing and reading booklet- "I'm .....", "We are..." etc. (p.360) 3. Group reading e.g. chart (p.360) or published readers (e.g. p.362); recognition games (p.350-6)	1. While some children work with teacher, others read, then copy or trace sentence on worksheet (p.361) or blackboard, or write sentence constructed with unit cards (p.363) 2. Free activity 3. Displaying, reading stories to group-writing chart (p.364)
DAY 4 Henry Day, weather Colour, number Talk-work theme Captions and word labels (pp.348-9) News and chart Secret parcel-guess what's inside, attempt to read label e.g. "a tree is in here."	1. Missing words, including "you are" items (pp.258-329) 2."Who am I?"-voice identification game (p.333)-"You are..."/ "Are you....?" 3. Children in turn ask "Who am I?" Leader answers on talking drum (p.269) "You are..." children join in, chanting, clapping etc.	"You are" 1. Manipulation of units, constructing sentences from previous activity e.g. "You are Garnet." 2. Rhythmic reading of brief "you are" rhyme e.g. "You are so soft" (p.337)	Guided Writing 1. Reading sentence eg. "You are little." 2. Watching teacher write one word at a time, identifying word, then writing it themselves 3. Reading completed sentence and drawing something little 4. Free activity
DAY 5 Henry ""Is he...?" "What's Different?" Day, weather etc. Colour of the day Number of the day Talk, captions News and chart "Peep-hole"	1. Question-and- Answer Games (pp.330-1) 2. Picture talk (pp.325-7) 3. Descriptions (p.334) 4. Similarities and Differences (p.328)	1. Re-reading of books made by group e.g. (pp.356-7; 359) 2. Practice reading e.g. teacher-prepared chart (p.360), then locate various words 3. Group reading -teacher -guided manipulation of units or reading of booklet	1. While small groups in turn work with teacher, others use worksheets e.g. writing words under pictures (p.363); "circling" or tracing (p.353-4); reading and copying sentences (p.361) 2. Free activity-books, reading games, puzzles etc.

SUGGESTED DAILY PROGRAM - WEEK 24

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Speech activities - buzzing bee; blowing out candle wolf "huffing" ("Three Little Pigs"), Henry's things- watch candle flame or mirror as words are said 2. "Pointing" (pp.366,282) 3. Puppet activities e.g. using 3 puppets-sorting actual objects then word-picture cards (pp. 367, 383-4) 4. Worksheet-"Phonic Circling"- e.g. things that Pippo likes (p.368)	1. Group arranges several children in order of height- respond to, using superlatives-rhythmic language practice e.g. "Jane is the tallest." (p.378) 2. Discussing, captioning picture demonstrating size relationship- at end of superlative (pp.377-8) 3. Observing size changes in 2 balloons, using comparatives to comment on relative size(p.377) 4. Group activities e.g. teacher- guided activities with rods or cubes-see Week 22, Day 1, p.312 Other activities as suggested previously	Story Listening to, commenting on story selected for language structures or theme (pp.343-5) Dramatic Play 1. Using dressing up materials, play store, props etc. for shopping activity - include making purchases, counting, naming and discussing coins- which worth "more"/"the most" etc. 2. "Mummy Went to the Store"(p.258) 3. Free dramatic play or other activity
DAY 2 Visual 1. Identifying word cards then playing "Which One Went Away?" (p.352) 2. Using projected words - responding vocally, matching, writing in the air 3. Small group with teacher - identifying projected word, writing in air, tracing on screen, then attempting to write on paper-image returned to screen for checking; other children use discrimination or association worksheets	Outdoor Activities 1. Vigorous rhythmic counting (p.295) 2. Number activities including jumping along number line 3. Making, then matching sets of "boys", "girls"-rhythmic activities "We are boys. You are girls" etc. 4. Union of sets-naming new set and practising rhythmically-"We are children." 5. "Jack in the Box" singing game using word card "up" 6. Activities with phys. ed. mats e.g. "Lie in the middle of your mat. Stretch your right foot up high .....Fold your mat in half Hold it up above your head." etc. 7. Number game- written scores	Music 1. Listening, discriminating pitch variation -terms "same", "different", "high" "low" etc. 2. Talking drum (p.269)then talking piano - all join in singing words suggested by various children e.g. "Look at me" or "Go away" 3. Learning new song 4. Singing familiar songs Art 1. Cutting edge of cardboard strip "like a saw" as tool for finger painting 2. Finger painting using hands and seriated card-music may be played as children work

DAY 3 Auditory 1. Saying, listening to rhymes 2. "Same or Different?" (pp.327,366) -"Are they the same?" 3. Phonic Story Completion Game (p.366) 4. "Build this Picture" (p.367) 5. Auditory discrepancy- "They are ....." (pp.335, 370-1)	1. Classification- sorting tools from other items, discussing 2. Displaying, captioning tools (p.357), re-reading captions 3. Examining seriating suitable set of tools e.g. screwdrivers- "They are...", "..bigger than.." etc. 4. Group activities e.g. using number cards (p.295) puzzles, number books (p.294) teacher-guided counting and numeration using "number trains" (p.387) etc.	Outdoor Activity 1. Singing game e.g. "Jack in the Box" with "up" card 2. Drama-being "wide"/"narrow" gates, forming rivers etc.(p.376) 3. Dramatizing connected story e.g. wild horses (p.376) 4. Number collecting as directed e.g. 3 leaves, 6 sticks, 4 white stones-record on chart-children read then collect 5. Checking collections then arranging as directed e.g. "...flower between 2 sticks"
DAY 4 Visual 1. Visual discrepancy using picture-"What's silly/missing?" (pp.375,335) 2. Tachistoscope - matching single slides then sequences	1. Rhythmic counting (p.295) 2. Number activities including rhyme or song (pp.385-6,340,296, 262) and number line 3. "What's My Number?" (p.33[illegible])- arranging cards "in order" after several identified 4. Responding to, using ordinal terms e.g. arranging, telling about magnetized figures 5. Group activities e.g. constructing number groups, associating numeral; seriating, counting etc. with magnetized figures (pp.378-9) puzzles etc.	Music 1. Listening to discussing sounds- high, low; soft, loud; happy, sad; "like a..."-suggesting character or action, then moving as music is replayed 2. Learning new song 3. Singing and dramatizing familiar songs Story Listening to, talking about story selected for language structure (pp.343-5) or conceptual content (pp.389-90)
DAY 5 Auditory 1. "Pointing" (pp.366,282) 2. Puppet activities including reading of word-picture cards (pp.283-4) 3. "Which Word Does Not Belong?"- teacher writes words after children locate odd member(p.366) 4. Saying rhymes 5. Rhyming Pairs (p.372) 6. Completing, inventing rhymes (pp.372,336-7 etc.)	1. Examining containers, discussing suggesting what "we are going to do" 2. Using arbitrary units of volume- estimating, measuring, discussing- "..more than 3?" etc. 3. Group activities e.g. measuring (pp.381-2) sorting objects into sets and comparing numbers e.g. with grid (p.383) using cubes, pegs etc. to construct number groups-associating numeral (pp.376,385); puzzles	Craft Making wooden toy e.g. boat, by nailing scraps of wood together Outdoor Activity 1. Investigating, discussing the floating/sinking behaviour of toy boats and other objects 2. Games e.g. "Cat and the Mouse"- terms "over" "under", "through"

BLOCK E

1. ORAL USE OF LANGUAGE UNITS

(a) Listening Experience

Throughout the school day, many opportunities to provide listening experience in the use of new units will arise. The teacher's language may be particularly useful in providing experience with inverted question forms, e.g.

"Is this half?"

"Are you ready?"

"Is Jane here?"

Children who are among the first to use new constructions may provide listening experience for others, e.g. during language games. Tape recordings of children in the group using new units in supported situations may be prepared as suggested previously (pp.101; 162).

Listening experience in the use of new language units may be provided individually through the listening unit, e.g. tape L4. For group listening, suitable tapes or records may be played.

In preparing tapes for the listening unit or for group listening, teachers may wish to enlist the aid of parents. Parent participation of the following kinds may be feasible or may become possible in the future:

1. Establishing familiarity with the listening unit and the purpose which it serves.

   During informal visits to the school, parents may watch their children using the unit or, preferably, may listen with their children, using the second set of headphones. Should a photograph of the particular child be included in one of the listening books, this book may be used.

2. Discussing the theme of the tape, e.g. "Work People Do", and selecting from among collected photographs and other pictures those for inclusion in the listening book.

3. Participating in the preparation of materials for listening books - by suggesting photographs to be obtained, making necessary arrangements and, in some cases, being photographed, e.g. in occupational roles. Sounds associated with the work roles may also be recorded.

   Parents with artistic talent may sometimes paint or draw pictures for use in listening books.

4. Suggesting language *content* to be associated with each picture used, e.g. describing how children may react to, and what they may say about, a particular picture.

Listening Experience (cont.)

5. Discussing the most important language unit to be practised, e.g. "We are", and suggesting how it may be used both orally and in caption form in association with particular pictures. Explanation for practising a particular construction may be that it is about to be introduced into the reading programs and that children learn to read much better if they are familiar with the construction.

6. Participating in recording sessions from which listening tapes may be produced.

   After discussing the content and the particular unit to be practised, e.g. "We are", and deciding on captions and comment to be associated with each picture, recordings of parents speaking may be made. Many strategies could be adopted for such recording, e.g. a script may result from discussion and the speakers for each section decided. When necessary, sections of the tape may be obliterated and recorded again.

   If two tape recorders and a dubbing jack are available, informal recording sessions may result in a tape which is later edited to produce a final version.

(b) Informal Discussion

Children may be encouraged to talk about occupational roles which are familiar to them - those of relatives and of other significant people.

The cooperation of the community, particularly members of the children's families, may be sought in arranging excursions to see people at work and, in some cases, to hear their explanations of the work. Discussions during or following such excursions may provide many opportunities for practice of new language units, e.g.

"Is this a typewriter?"

"They are at the post office."

"Are they building houses?"

"They are going to start the engine."

In an atmosphere which fosters free discussion and investigation, children will frequently pose questions. It is to be expected that children will often use non-standard question forms, e.g.

"They can easy cut wire?"

"You going home now?"

"That a short one eh?"

Informal Discussion (cont.)

The teacher can, quite naturally, repeat a child's question in standard form, e.g.

Child: *It a square?*

Teacher: *Is it a square?*
Yes, that's right. It's a square.

For some children, progress towards use of inversion may result in the use of transitional patterns, e.q.

"Can a dog can run?"

"Is he is going?"

Teachers should appreciate that such attempts represent for these children a stage in their progress towards the use of Standard English. Experience has shown that, through continued listening experience and oral practice, the use of standard patterns may be expected eventually to predominate.

Experiences of sound, taste, or touch may lead to informal language practice as children explore, e.g.

"Is it sour?"

"They are rough."

Attempts to identify taped sounds may provide practice in the use of inverted question forms, e.g.

"Is it a man chopping wood?"

"Is that right?"

Discussion of matching activities may also involve the inverted question form, e.g.

"Is this her baby?"

"Is this his mother?" (pp.276; 289)

"Are they the same?" (pp.271-2; 132-3; 66-7)

During classification activities using pictures on the magnetic board or contents of the Treasure Box, children may be encouraged to tell about the groupings which they have made, e.g.

"They are animals."

"They are triangles."

"They are blue."

Picture dictionaries and other picture books which are not organized alphabetically but present classes of objects may also be discussed in this way. Particularly suitable are:

Informal Discussion (cont.)

My Pictionary by Marion Monroe *et al* International Edition (Scott Foresman, 1972)

Nicky Books Series (Macdonald, in press)

Practice in the use of "said" may be given as children are encouraged to remember what was told to them, e.g.

"The man at the post office told us
how the letters got here.
Who remembers what he said?"

Similarly, as news items are recalled for preparation of news charts, "said" may be practised. Re-reading of charts provides further oral practice with this past tense form as well as with other selected units, e.g.

Esther said, "We have three puppies at home.
They are black."

Summarizing discussions provides similar practice, e.g.

"John said that it's sticky.
Kathy said that it's sweet."

During the morning talk session, "secret messages" may be the source of speculation. As children make guesses or later "read" a message, practice in the use of new units may be given, e.g.

We are going to make toys
from pieces of wood.

Teacher: *Guess what we are going to do today.*

Child: *We are going to paint ....*

(c) Picture Talks

Pictures which contribute to the children's interest in the "work" theme may be provided. Photographs, slides, or film strips from Aboriginal (or Island) communities, particularly the children's own, may be discussed. Materials depicting Aborigines whose occupational roles differ from those of familiar Aborigines, may also be presented.

In addition to "work" pictures featuring Aborigines or Islanders, multiethnic work pictures published for use in schools are also suitable. Many of the pictures included in the following sets may be used for discussion:

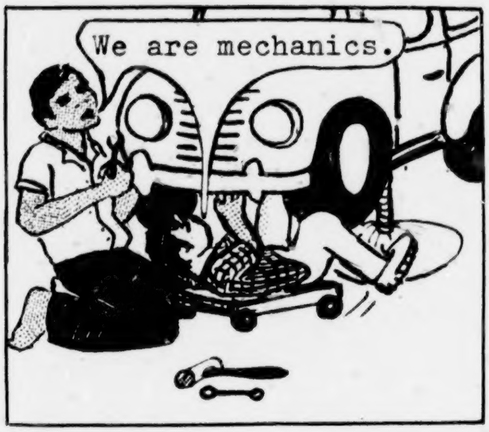
BLOCK E

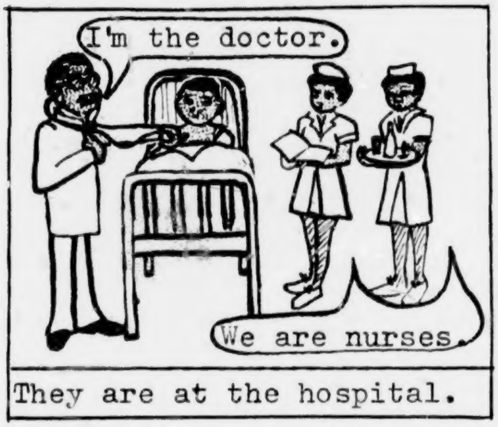
Picture Talks (cont.)

Picture Sets or Posters	Recommended Pictures
Aborigines in Industry (Commonwealth Government Printer)	all
English Around the World (Scott Foresman, 1970)	nos. 8, 6, 15, 3
Health and Safety Highlights (Scott Foresman, 1970)	dentist, policeman, nurse, doctor
My Community - Teaching Pictures (David C. Cook Publishing Co., 1966)	nos. 11, 7, 10, 5, 3
Home and Community Helpers - Teaching Pictures (David C. Cook Publishing Co., 1971)	nos. 1, 2, 11, 12, 8, 10, 9, 4
School and School Helpers - Teaching Pictures (David C. Cook Publishing Co., 1969)	nos. 8, 4, 5, 6, 11, 2, 3
Health and Cleanliness - Teaching Pictures (David C. Cook Publishing Co., 1966)	nos. 8, 11
Community Helpers (Standard Publishing Co., 1966)	nurse, telephone man, T.V. repair man, policeman, fireman, librarian, newsboy
People in the Neighbourhood (The Child's World, 1969)	doctor, fireman, traffic policeman
Learning About Money (David C. Cook Publishing Co., 1970)	nos. 13, 4, 5, 12, 14
People Who Come to My House (The Child's World, 1969)	telephone man, plumber, milkman, paper boy, mailman

Newspaper or magazine pictures of well-known Aborigines may also be used for discussion and captioning. New and recently introduced language units may be practised both through discussion and captioning of pictures, e.g.

Picture Talks (cont.)


We are mechanics.


I'm the doctor.
We are nurses.
They are at the hospital.

As characters are discussed, children may be encouraged to tell who they are, describe what they are doing, predict what they are going to do, and describe what was said. Language similar to the following may result -

> *"They are painters."*
> *"They are painting the school."*
> *"They are going to paint the roof red."*
> *"That man said, 'I need some more paint'."*

(d) Language Games

Many familiar language games involve guessing by the children. Whereas statement forms have previously been accepted, children may now be encouraged to use inverted question forms. The following familiar games, together with examples of possible language outcomes, are suggested:

Program Page	Language Game	Type of Language Outcome
		inverted question
27-9	*Who am I? What am I?*	Are you a painter?
30-1	*What am I doing?*	Are you typing?
32-3	*Where is Henry Hiding?*	Is he behind the piano?
36	*Telephone Conversations*	Is that Malcolm?
68; 192	*Same or Different?*	Are they the same?

BLOCK E

Language Games (cont.)

Program Page	Language Game	Type of Language Outcome
		inverted question
169	*What is it?*	Is it a hammer?
170	*I Spy*	Is it that pencil?
171	*Who is he? Who is she?*	Is it Tommy? Is it Annie?
		"said"
105	*Who Said It?*	Who said this? - *"Are you my mother?"*

New language games or modifications of previously introduced games are also suggested -

Similarities and Differences
(Language unit: they are)

Pairs of small objects are provided for this activity, e.g.
small ball and large marble; truck and car;
cricket bat and softball bat; scissors and knife;
wooden box and cardboard box; cup and glass;
yellow square and yellow triangle; newspaper and book;
blue circle and red circle; shirt and coat.

One of the pairs is displayed, handled and discussed briefly by the children. The teacher then asks children to *"tell how these things are the same."* The new unit, "they are" may be practised as children respond, e.g.

"They are round."
"You play with them."
"They are toys."
"They are little."

As the game becomes familiar, children may first tell how objects are "the same" or "alike"* and then tell how they are "different". Sometimes this game may be played as the teacher works with one small group of children.

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* Since verb omission makes difficult the distinction between "to like" and "to be like", the term "alike" may be unfamiliar to many Aboriginal children.

Language Games (cont.)

Missing Words
(Language units: they are, we are going to, at ...)

they are

Blocks are not round, they are ...
Bottles are not soft, they are ...
Ants are not big, they are ...
Wheels are not square, they are ...
Dolls are not animals, they are ...
Bananas are not vegetables, they are ...
Skirts are not food, they are ...

we are going to

We are going to milk the ...
We are going to shoot with a ...
We are going to sweep with a ...
We are going to paint some ...
We are going to swim in the ...

phrases including those introduced by "at"

A series of related items may sometimes be used in this language game, e.g.

A: "All these stories tell us 'where'."

You buy food ...
The doctor works ...
The typist works ...
You swim ...
You buy stamps ...

B: "All these stories tell us 'when'."

You have breakfast ...
You have supper ...
You come to school ...
You go home from school ...
You see the sun ...
You see the stars and the moon ...
You go swimming ...
You go to sleep ...

Detective Game
(Language unit: they are)

A new detective stick, labelled "What are they?", may be introduced. In the classroom or during outdoor activities, a leader points to groups of objects, asking *"What are they?"* Children's responses provide practice in the use of both the new unit, "they are", and the plural "s", e.g.

BLOCK E

Language Games (cont.)

Leader: *What are they?*
Group: *They are pencils.*
Leader: *What are they?*
Group: *They are books.*

Pictures, sometimes relating to the current theme, may also be indicated during this game. Language outcomes may include the following:

"They are nurses."
"They are carpenters."
"They are mechanics."

Question-and-Answer Games
(Language units: is this, are they, they are, at the ...)

In addition to the detective game, other question-and-answer activities may be introduced. At first, the teacher may act as leader, providing listening experience in the use of inverted question forms. As the game becomes familiar, children may pose questions themselves, sometimes indicating objects as they do so, e.g.

Type A: Simple labelling

Leader: *Is this a hammer?*
Group: *Yes, it is.*
Leader: *Is this a knife?*
Group: *No, it's not.*

Type B: Attributes of particular concrete objects

Leader: *Is this square?*
Group: *Yes, it is.*
Leader: *Is this yellow?*

Type C: Attributes of classes of objects or events

Leader: *Are balls round?*
Group: *Yes, they are.*
Leader: *Are books round?*

Type D: Allocation to classes

Leader: *Are bananas fruit?*
Group: *Yes, they are.*
Leader: *Are cats fruit?*

Language Games (cont.)

Type E: Stating locations

Leader: *Where are the pencils?*
Group: *They are in the box.*
Leader: *Where are the tadpoles?*
Group: *They are in the jar.*

Type F: Naming colours

Leader: *What colour are they?* (pointing)
Group: *They are red.*
Leader: *What colour are they?*
Group: *They are blue.*

Type G: Mixed questions

Teacher: *Is ice hot?*
Group: *No, it is not.*
Teacher: *Am I a teacher?*
Group: *Yes, you are.*
Teacher: *Are they builders?*
Group: *Yes, they are.*

"What are They?"

(Language units; they are, are they)

In this game, the teacher may act as leader. To give practice in the use of plural forms, she thinks of a collection of objects. The children guess, using either the statement form "they are" or the inverted question form "are they", e.g.

Teacher: *I'm thinking of some tools that builders use.*
Child: *Are they hammers?*
Teacher: *No, they are not hammers.*
Child: *They are saws.*

"What's in My Hand?"

(Language unit: is it)

Out of sight of the class, the leader finds a small object and holds it in his closed hand. The children then attempt to guess what it is, e.g.

Child 1: *What's in my hand?*
Child 2: *Is it a stone?*
Child 1: *No, it's not a stone.*

Language Games (cont.)

Later, children may begin to develop strategies for questioning, gathering information about an object's attributes and the classes into which it may be placed. The teacher's questioning may, in the early stages, provide a model, e.g.

Teacher: *Is it hard?*
Child: *Yes, it's hard.*
Teacher: *Is it round?*
Child: *No, it's not round.*
Teacher: *Is it square?*
Child: *Yes, it's square.*
Teacher: *Is it a toy?*

"What's My Number?"
(Language unit: is it)

Following activities in which number cards are associated with groups of concrete objects, children may play a guessing game. From those cards which have been used during the activity, a leader draws one and, in a whisper, identifies it to the teacher. The remaining children then guess which number it is, e.g.

Child 1: *Which number is this?*
Child 2: *Is it '3'? ...*

"Is This It?"
(Language units: is it, it is, are they, they are)

After discussing each of a series of pictures or actual objects, a leader selects one to describe while the other children attempt to identify it, e.g.

Child 1: *It is blue. It is square.*
It is shiny. What is it?
Child 2: *Is it the box?*
Child 1: *No, that's not it.*
Child 3: *Is it this one?*

Sometimes this game may develop children's interest in the present theme. A set of tools may be handled and described as a starting point for the activity. "Work" pictures, each depicting several people involved in an activity, may be used to provide practice in the plural form "they are", e.g.

Language Games (cont.)

Child 1: *They are wearing white dresses.*
They are working at the hospital.
They are looking after some sick people. Who are they?

Child 2: *Are they doctors?*

"Feel It"
(Language unit: is it)

Activities involving the Feel Bag readily lend themselves to use of the question form. After one child, unseen by the others, has placed an object in the bag, children describe and attempt to identify the object, e.g.

Child 1: *It's hard.*
It's slippery.
Is it a spoon?

Child 2: *No, it's not a spoon.*

"Smell It"
(Language unit: is it)

This activity is similar to the previous game, *"Feel It"*. Children close eyes and take turns in smelling a suitable item provided by the teacher or another member of the group. The children then attempt to identify the object, asking questions as they guess. Further discussion of the object follows as children investigate it by looking, touching, or tasting, as is appropriate.

"Who am I?" - Voice Identification Game
(Language units: you are, are you, am I)

One child, chosen to be "It", stands facing away from the group with eyes closed. A leader indicates one member of the group, who then calls out *"Who am I?"* The child listening tries to identify the speaker, using the construction, "you are", or the question form, "are you", e.g.

"I think you are Michelle" or

"Are you Michelle?"

If the child cannot identify the speaker, he chooses someone else to take his place.

"Are You the Leader?"
(Language unit: are you)

The children stand or sit in a circle. A "detective" is chosen. While the detective hides his eyes, the teacher indicates a child to act as leader. Everyone follows the actions of the leader, changing when he changes. After the action has commenced, the detective is allowed to

Language Games (cont.)

watch and has three guesses to find the leader. He makes each guess by addressing in a sentence the child chosen, e.g.

"John, are you the leader?"

The child selected also answers in a sentence, e.g.

"No, I'm not the leader."

The children help to keep count of the number of guesses. If the leader is not "caught", he becomes the new detective.

Descriptions

(Language units: they are, are they, and other units)

During various activities, opportunities for description may be used to provide practice in the use of "they are" and "are they" as children are encouraged to tell all that they know about the items being discussed, e.g.

Teacher: *John said that he saw some eel-snakes. What are they?*

Child 1: *They are snakes that live in the water.*

Child 2: *They brown.*

Teacher: *They are brown, are they?*

Child 3: *They can swim fast.*

Teacher: *Are they very long?*

"Is It Like This?"

(Language units: is it, it's, are they, they are)

The teacher's real or pretended lack of familiarity with certain objects provides the basis for this as for the preceding game. As the children contribute information, the teacher attempts to sketch the item or items described. Obvious errors made by the teacher may stimulate children to use spatial and number terms, as well as new language units, in explaining to the teacher what is wrong.

Definitions

(Language units: they are, [noun] are, it's, it is)

In this game, similar to *"Descriptions"*, children are asked to define objects with which they have had experience. It may help if children make their explanations to one of the puppet characters in the classroom. Perhaps *Henry*, who is shy, has never been out to look at boats, play with toys, etc. Definitions asked for may include the following:

Language Games (cont.)

What are frogs?
What is a rifle?
What are clothes?
What are toys?
What are fruit?
What are tools?
What are doctors?

Discrepancy
(Language units: they are)

As described previously (p.198), children may examine pictures to find what is "silly" or what is missing. As children respond to appropriate pictures, practice may be provided in the use of new language units, particularly "they are", e.g.

"They are writing with forks."
"They are buying three shoes."

Auditory discrepancy items may provide practice with new units both as the children listen and as they explain what was silly, e.g.

Teacher: *Tell me what is silly about this story - "Daddy said, 'Put the bananas in this matchbox.'"*

Child: *They are too big.*

Mime
(Language units: they are, are they, at ...)

Two or more children may decide on a character or action to mime. The remaining children may guess who they are, what they are doing or where they are, e.g.

"I think they are driving cars."
"They are at the store."

Sometimes, when the action or role has been identified, the teacher may write the solution. The children then join in "reading" it.

(e) Poems, Songs and Stories

Poems, songs and stories which either provide experience in the use of new language units or contribute to the development of the theme, "Work People Do", may be included. Some familiar rhymes are included in those suggested:

BLOCK E

Poems, Songs and Stories (cont.)

Language Unit	Rhyme	Program Page
you are	*This is Fred*	108
inversion	*Climb in the Rocket*	259
	I beg your pardon, Mrs. Bardon	172
	You Do It Too	107
	Cats	261
phrases introduced by "at"	*The Boys and Girls Who Stay at Home*	109
	Who's that Knocking?	128
said	*I'm a Frog, I'm Little*	37
	Six Little Ducks	65
	Little Arabella Miller	65
	Cluck! Cluck! called the Hen	263
	I Saw a Slippery Slithery Snake	285
	What Do You Suppose?	286
content only	*What Will They Be?*	262
	The Policeman	37
	Who am I?	37

New rhymes which provide appropriate language practice for the current block include:

You are so fast,
You go so far,
You are a shiny
racing ... (car).

You are so bouncy
On a wall.
You are my lovely
rubber ... (ball).

(cont.)

Poems, Songs and Stories (cont.)

You are so soft,
You are so fat,
You are so purry
little ... (cat).

You are so good
To put scraps in.
You are a silvery
rubbish ... (bin/tin).

You are so white,
You are on land.
You touch the sea.
You are the ... (sand).

(Language unit: you are)

The seagull curves his wings,
The seagull turns his eyes.
Get down into the water, fish!
(if you are wise.)

The seagull tips his wings,
The seagull turns his head.
Get deep into the water, fish!
(or you'll be dead.)

(Language unit: you are - listening only)

Here is a puzzle -
Who am I?
I am a bird
But I can't fly.

You are a bird,
You cannot fly -
You are an emu.
Now - Goodbye.

(Language unit: you are)

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

(Language unit: you are)

When you are walking by yourself
Here's something nice to do:
Kick a little stone and watch it
Hop in front of you.

The little stone is round and white,
It's shadow's round and blue.
Along the path and over cracks
The shadow bounces too.

(Language unit: you are)

The little boy wanted a friend -
"You are too small for me", said the horse.
"You are too big", said the frog.
"You are too hot", said the cold old snake.
"You are just right for me", said the dog.

(Language units: you are, said)

I'm peeping through the railings
At the monkeys in the zoo;
They are peeping back at me
And saying, "How do you do?"

(Language units: they are; phrases introduced by "at")

Poems, Songs and Stories (cont.)

Corroboree

They are dancing,
They are dancing,
Fighting men,
Fighting men,
See them in the firelight,
See them in the firelight,
Fight again, fight again!

They are hunting,
They are hunting,
Dancing men,
Dancing men.
They will bring an emu,
They will bring a kangaroo
Home again, home again!

We are dancing,
We are dancing
Just like them, just like them.
We will click our click sticks,
We will blow the didgeridoo
Just like them, just like them.

(Language unit: they are)

Is that you
Mumma Moo?
Are you knocking
At my door?

(Language structure:
inverted question)

Little red see-saw!
Watch it go!
At one end is Mary,
At the other is Joe.

(Language unit: phrases
introduced by "at")

Look at all the girls and boys,
They are making lots of toys.
They are making wooden planes,
They are making big long trains.
Here are nails and hammers too,
Bits of wood, they're all for you.
See the clever girls and boys,
They are making lovely toys.

(Language unit: they are)

Where is Tottie?
Who saw her go?
Is she at the pictures,
Or at a puppet show?

Did you see her footprints?
Did you hear her call?
Did you see her anywhere,
Anywhere at all?

(Language units: inversion -
is she; did you; at ...)

I don't know
Who you are.
I don't know
What you do.

Are you a grocer
With food to sell?
Are you a doctor
Who keeps us well?
Are you a pilot
Who flies a plane?
Are you an engine driver
On a great long train?

Please tell me who,
Who ARE you?

(Language structure:
inverted question)

Poems, Songs and Stories (cont.)

Hairy Man[*]

He is creeping,
He is creeping,
Hairy man!
Hairy man!
Stay at home good children,
Stay at home good children,
While you can!
While you can!

(Language unit: at home)

Put your finger in Foxy's hole.[**]
Foxy's not at home.
Foxy's out at the back door,
Picking at a bone.

(Language unit: phrases introduced by "at")

My mother said,
"Don't jump in bed!"
And so I don't -
I hop instead.

(Language unit: said)

Wouldn't it be funny -
Wouldn't it now -
If the dog said, "Moo"
And the cat said, "Bow-wow"?
If the cat sang and whistled,
And the bird said "Miaow",
Wouldn't it be funny -
Wouldn't it now?

(Language unit: said - for listening only)

The Pocket

Today when I
Was at the zoo
I watched the mother
Kangaroo.

Inside her skin
She has a pocket.
She puts her baby
There, to rock it!

(Language units: at the ...; past tense)

I like to stay at home and put
The kettle on the fire;
I like to watch the yellow flames
Suddenly leap higher.

(Language unit: at home)

Piggy on the railway,
Picking up stones,
Along came an engine
And broke poor Piggy's bones.

"Oh!", said the engine driver
"Don't sit there!"
"Oh!", said Piggy,
"That's not fair."

(Language unit: said)

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[*] This rhyme about a mythological character may be sung to the tune of *"Frere Jacques"*.

[**] *Foxy's hole* is made by crossing two extended fingers of one hand with two on the other. A friend attempts to put his finger in *Foxy's hole* without getting "caught".

Poems, Songs and Stories (cont.)

Five Little Possums

All: *Five little possums*
Sat in a tree.
The first one said,
Child 1: *"What do I see?"*
All: *The second one said,*
Child 2: *"A man with a gun."*
All: *The third one said,*
Child 3: *"We'd better run."*
All: *The fourth one said,*
Child 4: *"Let's hide in the shade."*
All: *The fifth one said,*
Child 5: *"I'm not afraid."*
All: *Then BANG went the gun,*
And how they did run!

(Language unit: said)

"I'm busy, busy, busy",
Said a busy little bee,
"For I'm collecting honey
Don't you see!
And to fill my little store
I just need a little more,
So I'm busy, very busy,
Don't you see."

(Language unit: said)

Molly the cow said, "Moo! Moo! Moo!"
Milly the goat said, "Maa!"
Mutty the cat said, "Meow! Meow!"
Mary's white sheep said "Baa!"

(Language unit: said)

The following "theme" rhymes may be used for listening and dramatization -

Let's Be Firemen

"A house is on fire!"
Listen to them shout.
We are the firemen
To put the fire out.

Get the ladders,
Get the hose.
Swish, swish, swish,
The water goes.

Spray, spray, sprinkle
Water in the air.
Up, down, all around,
Spray it everywhere.

No more flames are
Burning all about.
We are the firemen
Who put the fire out.

I can see a butcher
Cutting up his meat.
I can see a baker
Cooking things to eat.

I can see a carpenter
Saw and hammer wood.
I would like to do it too.
I wonder if I could.

I can see a typist
Typing letters very fast.
Now the big truck-driver
Waves as he goes past.

I can see my teacher
Read a book that's new.
I will look and listen
So I can read it too.

Poems, Songs and Stories (cont.)

Workman, workman,
The rain is coming in.
Will you climb your ladder
And mend the roof with tin?

*Yes, Mrs. Marshall**
I'll mend it straight away.
I'll cover holes so no more rain
Will come inside today.

Among the *songs* suggested for the current period are some familiar songs which may be modified. For the action song, *"Can You Tell Me?"* (B4), children and teacher may create additional verses which relate to the new theme, e.g.

Can you tell me,
Can you tell me,
What the bush pilots do?
They are flying,
They are flying,
So I will fly too.

After singing each verse, the music is repeated as children carry out actions, e.g. imitating planes or pilots. Mime may also follow or accompany the singing of each verse of *"I Want to Be"* (M6). For this song, occupations and work descriptions may be suggested by the children, e.g.

farmer - plant lots of bananas
milk the cows each day
drive the big red tractor

nurse - make sick people better
weigh the little babies

The following songs are also suggested:

Language Unit	Song
you are	*The If-Then Song* (record from Peabody Language Development Kit, Level P) *Twinkle, Twinkle, Little Star* (traditional)
they are	*Can You Tell Me?* (B4)

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* Substitute the name of the child playing this role.

BLOCK E

Poems, Songs and Stories (cont.)

Language Unit	Song
inversion	*Can You Dance?* (B6) *Can You Walk on Two Legs?* (Puffin, p.143) *The Square Song* (record - *The Square Song - Sesame Street*, W. & G. Distributing Co., Melbourne) *Clap, Clap, Clap* (record - *The Square Song - Sesame Street*, W. & G. Distributing Co., Melbourne) *The New Shirt* (ABC Teachers' Handbook, 1970, p.37)
at home	*Hairy Man* (see rhyme on p. 339)
said	*I Said Goodmorning to a Cat* (C4) *A Frog Went Walking* (P1) *Five Little Pumpkins* (N4) *Roll Over* (N5)
content	*I Want to Be* (M6) *Can You Tell Me?* (B4) *I'm Jumping* (A1), modified to *We're painting*, etc. *The Muffin Man* (G3) - substitute *carpenter*, etc.

The following *stories* either provide experience in the use of new language units or contribute to the development of the current theme. The text of some books in the latter group requires modification. These books have been included because of the suitability of their multi-ethnic occupational illustrations.

Poems, Songs and Stories (cont.)

Language Unit	Story
you are	*Are You My Mother?* by P.D. Eastman (Collins & Harvill, 1962) *Put Me in the Zoo* by Robert Lopshire (Collins & Harvill, 1964) *A Fly Went By* by Mike McClintock (Collins & Harvill, 1961) *The Bears' Holiday* by S. & J. Berenstain (Collins & Harvill, 1969) *The Owl and the Pussycat* by Edward Lear, illustrated by Dale Maxey (Collins, 1969) *Sizes and Numbers* by T. Thoburn & E. Clark Adventures in Learning Series (Purnell, 1963) *Whose Little Bird Am I?* by Leonard Weisgard (Frederick Warne)
they are	*Community Friends* by Muriel Stanek, Experiential Development Program (Benefic Press, 1967) *Green Eggs and Ham* by Dr. Seuss (Collins & Harvill, 1962) *Toys* Macdonald Starters (Macdonald, 1972)
inverted questions	*Who Are You?* by J. & R. Bradfield (Whitman, 1966) *The Big Honey Hunt* by S. & J. Berenstain (Collins & Harvill, 1966) *Go Dog Go* by P.D. Eastman (Collins & Harvill, 1965) *Are You My Mother?* by P.D. Eastman (Collins & Harvill, 1962) *The Bike Lesson* by S. & J. Berenstain (Collins & Harvill, 1967) *Is This You?* by Ruth Krauss & Crockett Johnson (Scholastic Book Services, 1964) *The Secret* by E.S. Lawrence, Read to Yourself Series (Ginn, 1969) *Sizes and Numbers* by T. Thoburn & E. Clark, Adventures in Learning Series (Purnell, 1963)

BLOCK E

Poems, Songs and Stories (cont.)

Language Unit	Story
inverted questions	*Mouse Looks for a House* by Helen Piers Mouse Books (Methuen, 1971) *Mouse Looks for a Friend* by Helen Piers Mouse Books (Methuen, 1968) *Two Hungry Mice* by Helen Piers Mouse Books (Methuen, 1968) *The Wonderful House* by Margaret Wise Brown A Golden Beginning Reader (Golden Press, 1969)
"at" phrases	*Night* Macdonald Starters (Macdonald, 1972) *Anybody at Home?* by H.A. Rey (Chatto & Windus)
said	*The Square Ben Drew* by P. & S. Barrett (Ward Lock, 1970) *The Line Sophie Drew* by P. & S. Barrett (Ward Lock, 1970) *The Circle Sarah Drew* by P. & S. Barrett (Ward Lock, 1970) *Who Took the Farmer's Hat?* by Joan L. Nodset (Scholastic Books, 1968) *Are You My Mother?* by P.D. Eastman (Collins & Harvill, 1962) *A Fly Went By* by Mike McClintock (Collins & Harvill, 1961) *The Little Red Hen* - traditional *The Three Billy Goats Gruff* - traditional (e.g. Whitman, 1966) *The Rain Puddle* by Adelaide Holl (Penguin, Picture Puffin, 1970) *The Duck and the Kangaroo* in Calico Pie by Edward Lear, illustrated by Dale Maxey (Collins, 1968) *Fire! Fire! said Mrs McGuire* by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)

Poems, Songs and Stories (cont.)

Language Unit	Story
content	*Community Friends* by Muriel Stanek Experiential Development Program (Benefic Press, 1967) *In Our School* by Muriel Stanek Experiential Development Program (Benefic Press, 1967) *About Our School* by Muriel Stanek Experiential Development Program (Benefic Press, 1967) *Doctors and Nurses - What Do They Do?* by Carla Greene An "I Can Read" Book (World's Work, 1969) *Jamie Visits the Nurse* by Seymour Reit, My World Series for Early Childhood (McGraw Hill, 1969) *My Friend the Doctor* by Sylvia C. Tester (David C. Cook, 1967) *My Friend the Policeman* by Sylvia C. Tester (David C. Cook, 1968) *Post* Macdonald Starters (Macdonald, 1972) *Grown Ups and Father* P.M. Instant Readers, Teacher's Editions Nos. 1R7 and 1R12 (Kea Press, 1970) *If I Were a Driver* by Miriam Young (Blackie, 1971) *Busy Carpenters* by James S. Tippett in Sounds Around the Clock by Bill Martin Jr., p.113 (Holt, Rinehart & Winston, 1966) *I Want to Be an Architect* by Eugene Baker (W. & R. Chambers, 1970) *I Want to Be a Secretary* by Eugene Baker (W. & R. Chambers, 1970) *The Toolbox* by Anne & Harlow Rockwell (Hamish Hamilton, 1971) *Things I Like to Do* by Beth Clure & Helen Rumsey Bowmar Early Childhood Series (Bowmar, 1968)

(f) Rhythmic Activities

New and recently introduced language units may be practised with the aid of rhythm. As one child, later joined by others, mimes a work role or work associated action, the remaining children may chant, provide percussion accompaniment and, finally, join in the action themselves, e.g.

One child acts as others chant:

"He's a pilot.
He is flying.
He's a pilot.
He is flying."

Several children act as others chant:

"They are pilots.
They are flying ..."

All of the children act and chant:

"We are pilots.
We are flying ..."

Question-and-answer games may be accompanied with percussion instruments or rhythmic movement. After work roles portrayed by small groups of children have been identified, these may be reviewed -

Group 1: *What are we?*

Audience: *You are nurses.*

Group 2: *What are we?*

Audience: *You are mechanics.*

Inflection to produce comparative and superlative forms may sometimes be emphasized as the new units "you are" and "they are" are practised. Activities involving comparison of size or seriation may be followed by chants such as these:

Little possum,
You are small,
You are small,
You are small.

Wallaby,
You are taller,
You are taller,
You are taller.

Kangaroo,
You are the tallest,
You are the tallest,
You are the tallest.

2. READING

(a) Manipulation of Language Units

Following oral practice, new language units may be introduced in printed form. The technique of eliciting a sentence orally, then inviting the child to *"tell his story in writing"* may be continued. For example, as children group themselves into sets, the sentences *"We are boys"* and *"We are girls"* may be used orally, then constructed in printed form.

Increased awareness of individual words in language units may be developed through recognition activities. Attention may also be focused on individual words as children construct and read printed sentences. Without interfering with natural language rhythm, the teacher may sometimes indicate each word as it is read. After reading, children may often be asked to locate or match a particular word, e.g. "is".

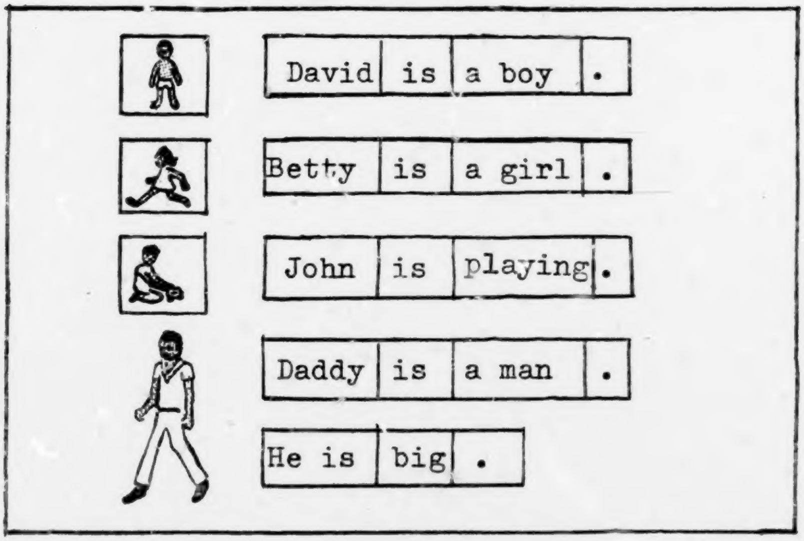
The construction of printed sentences, beginning with the unit "(noun) is", may follow activities designed to focus attention on the word "is". With children's magnetized name cards spread on the mat and the units "He is" and "She is" visible on the magnetic board, children may tell about themselves and others, e.g. *"I'm a girl", "John is a boy"*.

As the activity proceeds, a child using a sentence of the type "(noun) is ..." may be invited to *"tell his story in writing"*. Children may be encouraged to experiment with and to discuss ways of doing this. One way would be to use the unit "He is" and superimpose the child's name on "He". A prominently displayed pair of scissors may lead a child to suggest cutting the unit "He is". After providing any necessary stimulation to produce this suggestion, the teacher may cut the unit and encourage children to continue sentence-making using the construction "(name) is".

Magnetized pictures, including photographs, of children in the group or pictures of "Mummy" and "Daddy" may be used to give practice in manipulation of language units, using the construction "(noun) is". Much of this practice may be given in small group situations. Sentences similar to the following may be constructed.

BLOCK E

Manipulation of Language Units (cont.)



David is a boy .

Betty is a girl .

John is playing .

Daddy is a man .

He is big .

(b) Introduction of Additional Vocabulary

Among the printed language units which have been introduced into the reading program, there are many structure words, e.g. "am", "is", "a", "to". It is usually more difficult for children to recognize these words than easily illustrated content words like "dog" or "jump".

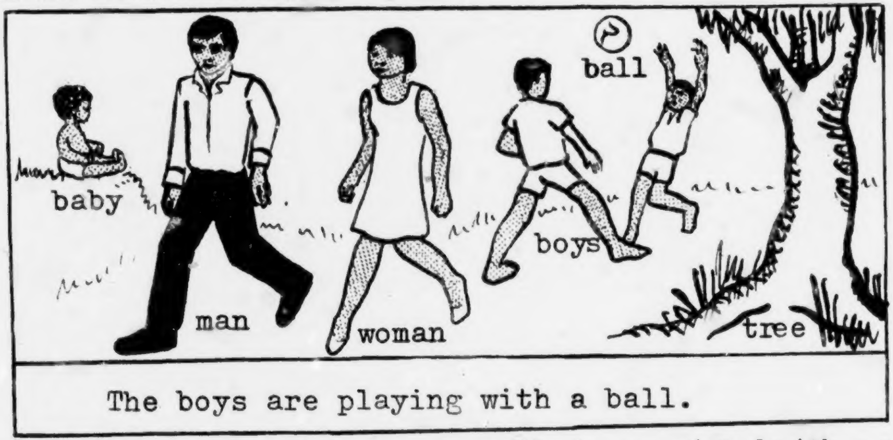
It is proposed that, each week, one or two new content words be introduced. These may be fully incorporated into the reading program, being included in sentence construction activities as children manipulate language units and words. Success in recognizing such words may contribute to maintaining children's confidence and enjoyment of reading.

In addition to the words selected for particular attention, familiarity with a range of other content words may gradually be developed through a variety of activities, e.g. single-word labelling of pictures. After suggesting the required word in response to an appropriate picture, children watch while the teacher writes the word, then read the word several times and carry out various brisk recognition activities - matching, tracing with fingers, etc. (Refer to pp.350-56; 271-2.) Pictures may be left on display and, each day, a few minutes may be spent in reading the word labels.

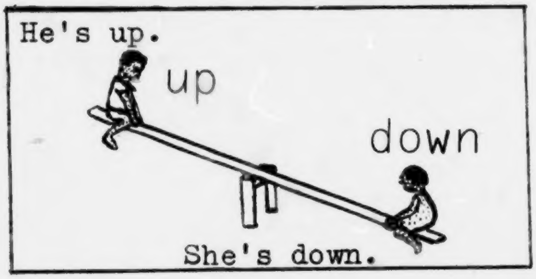
On the reverse side of displayed word-picture cards, an unlabelled picture of the same object may be provided. During group activities, the unlabelled picture may be used for word-picture matching with children whose recognition of the word is becoming secure.

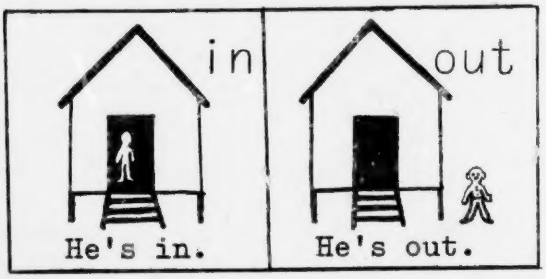
Introduction of Additional Vocabulary (cont.)

Objects illustrated in context in large wall pictures may also have single-word labels attached, e.g.


ball
baby
boys
man
woman
tree
The boys are playing with a ball.

Many of the words which cannot readily be associated with a single picture may be illustrated by using pairs of contrasting pictures or groups of pictures. Spatial terms are among the words which may be treated in this way, e.g.


He's up.
up
down
She's down.


in
out
He's in.
He's out.

A list of some of the words to be introduced into the reading program over a period of months is provided. Teachers may select some of the listed words for labelling activities as described in the preceding paragraphs. Words which are not suitable for this purpose have also been included because of the high frequency with which they occur. Opportunities to use some of these words will arise during experience reading and other activities.

Increased familiarity with the written form of these words will result, although it is not expected that all children will rapidly achieve recognition of words introduced in this way. However, during individual and small group reading activities, children's attention may sometimes be focused on words from this list and, in the case of some advanced readers, successful recognition will be achieved. Words in italics in the following list have already been introduced as part of larger units:

BLOCK E

Introduction of Additional Vocabulary (cont.)

Additional Vocabulary to be Introduced

a
am
and
apple
apples
are
at
baby
bad
ball
balls
bed
black
boat
boats
book
books
boy
boys
box
can
car
cars
cat
cats
dinner
dog
dogs
down
drum
eat
eating
fish
get
getting
girl
girls
go
going
good
hand
hands
he
her
him
his
home
I
in
is
look
looking
man
milk
my
No
on
one
red
school
she
sleep
sleeping
some
something
teacher
that
the
they
to
three
trees
two
up
water
we
with
woman
Yes
you

(c) Recognition of Words and Units

During the early months of the program, relatively little importance was attached to individual words which make up the printed language units. With children's development in both primary and secondary language and in perceptual skills, it may be expected that more of the printed language units and the component words will be recognized.

As the range of units and words recognized by a child expands, his ability to read new combinations of words will be increased. Awareness, and eventually recognition, of individual words which make up familiar printed units is necessary for this development. Various recognition activities involving these words, e.g. "is", "He", may be introduced. After reading sentences, children may sometimes be asked to indicate a particular word. However, focusing on individual words in context should be preceded by reading whole sentences in which meaningful units rather than single words are emphasized.

The following activities may be among those used by teachers to expand the range of words and units which children are able to identify:

1. Vocal response to a projected word/unit or to a word/unit card. Using a projector, a word may sometimes be flashed several times in quick succession, children responding vocally each time.
2. Saying then tracing the word or unit, repeating the word as it is traced. Projected images may be traced on a screen with a finger (p.271) or with chalk when projecting on to a chalkboard. A different tactile experience may be provided as children use their fingers to trace words which the teacher has written with crayon on sandpaper. Worksheets and cards in plastic wallets (p.122), illustrated when appropriate, may also be used.

Recognition of Words and Units (cont.)

3. Saying then writing - in the air, in dirt or sand, or on paper or chalkboard a word which is presented on a flash card. Using a finger, children may also "write" the word on a hand or leg.

4. Watching as the teacher writes a word, identifying the word then writing it. Children may say the word to themselves as they write.

5. Saying then "taking a picture" of a displayed word with imaginary cameras. Children then close eyes to see if they have a picture of the word, open eyes and check.

6. "Picking": Children "pick" words displayed around the room, saying each word as it is "picked" (p.115).

7. "Rubbing Out": After identifying a word card, children take turns in rubbing copies of that word from the board.

8. "Matching": Children may match and identify words or sequences in a variety of activities:

   (a) Matching words, units or sentences with others displayed around the room or on the magnetic board. To involve the group in critical watching, children may be asked to clap softly when a correct match is made, then say the word themselves as they look at it and sometimes write it.

   (b) Matching words or sentences using strip books (pp.183; 132; 114-5).

   (c) Matching projected words or units using individual sets of cards. A vocal response is given before or after matching (p.271).

   (d) Covering with matching cards words that are spread on a mat (p.272).

   (e) "Word Lotto" cards may be prepared, with the slightly different combinations of words or units on each card being ordered randomly, e.g.

up	man	is	are
big	run	am	We
I	cat	boy	dog

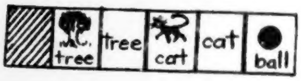
We	boy	run	am
dog	is	man	up
me	big	He	are

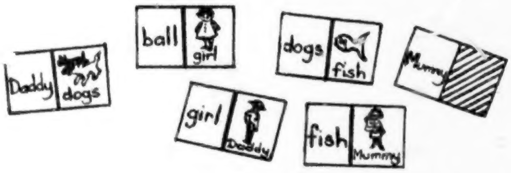
Each card is stored in a packet with a matching set of small cards. As the teacher holds up a large flash card of a word which she names, each child says the word then checks to see if that word is on his card. If it is, he covers the word with his small matching card. The game continues until each child has matched all of his cards.

BLOCK E

Recognition of Words and Units (cont.)

(f) Dominoes, requiring matching of word with word and picture, may be used, e.g.





(g) "Pairs": A set of word-picture cards* (with word and picture on the same side) is used in this game which is played by a group of from 2 to 5 players. For each word in the set, 2, 4, or 6 cards should be available.

Children sit at the same side of a mat and begin the game by placing 9 cards from the pack face uppermost to fill a ruled 3 x 3 grid. The first player then has his turn at attempting to find a pair of matching words. He may either locate a pair within the grid or may attempt to match a card from the pack with one from the grid.

If he succeeds in making a pair, the child names the words as he picks up the cards and places his pair in front of him. He then fills any gaps in the grid with a card or cards from the pack in preparation for the next child's turn. If no match is made, the player's card is placed beside the grid and the next child has his turn.

(h) Matching word with picture, saying the word as it is matched. As recognition becomes more secure, this activity may be introduced, its difficulty being controlled by the number and visual similarity of the words included.

9. "Which One Went Away?": Several word cards are displayed on magnetic board or on a ledge. After each is identified, children close eyes and one card is removed. Children then examine the remaining cards to determine "which one went away." The missing card is held up for children to check their responses.

10. "Naming": A word which is easily illustrated is written on one side of a card and a picture drawn or pasted on the other. As a group, children read the words on the picture side of cards. The children then spread cards, picture side down, on the mat.

Each child in the small group playing the game then places his hand on a word which he thinks he recognizes, saying the word aloud. He then turns the card over, checking the picture to see if his

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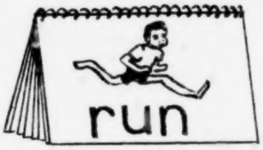
* Refer to Equipment Appendix, p.399

Recognition of Words and Units (cont.)

identification is correct. If incorrect, he looks at the word, says it, and then places it back on the mat. If he successfully identifies the word, the child keeps his card, accumulating as many cards as possible before the game ends. (Refer also to p.272.)

11. "Word Check": Books for this game may be constructed for use by pairs of children, to check recognition of content words. Children face each other with the spiral bound book between them. On the page facing one child is a word with picture while the second child has the same word without illustration. The latter child attempts to identify each unillustrated word as the children work through the book. His friend checks his attempts by referring to both picture and word, e.g.



As with other illustrated material, the teacher should review children's labelling of picture and word when introducing the books, thus minimising the risk of mislabelling, e.g. "boy" for the word "run".

Chances of children's learning the sequences in "Word Check" books may be reduced if more than one book containing a given set of words is available. Books at the same level may have covers of identical colour. More advanced books, coded by other colours, may be added later.

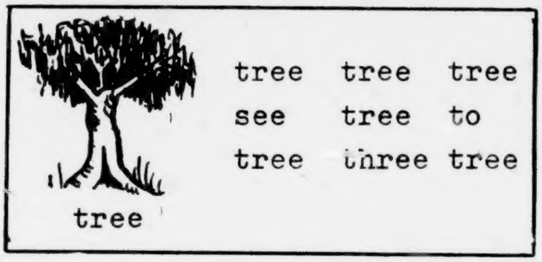
12. Locating nominated words: After recognition activities in which several words have been identified, the words may be displayed on magnetic board, mat or ledge. As the teacher nominates a word, children locate and say the word, and sometimes trace it as well. Several copies of each word or unit may be provided, thus ensuring success for weaker children who may not recognize a given word at first attempt.

13. Circling (or, sometimes, tracing) all occurrences of a given word may be undertaken as a small group activity using a chalkboard or, individually, using worksheets or cards in plastic wallets. In individual activities, children may use pencils to circle or trace words or, as a variation, may circle words with curtain rings.

Before each child attempts to circle or trace all occurrences of a given word, the teacher checks that his oral labelling of the word is correct, e.g.

BLOCK E

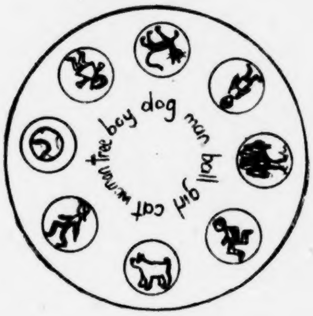
Recognition of Words and Units (cont.)



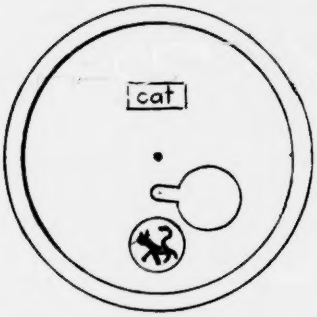
is		
is	is	it
is	it	is
in	sit	is

14. Word wheels may be used to strengthen recognition of content words. As the lower of two card or wooden discs is rotated, each word and its associated picture become visible in turn. Pictures may be covered by hand until an attempt to identify the word has been made by the small group of children or individual child using the wheel:

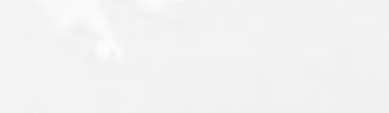
(a) lower disc



(b) completed word wheel

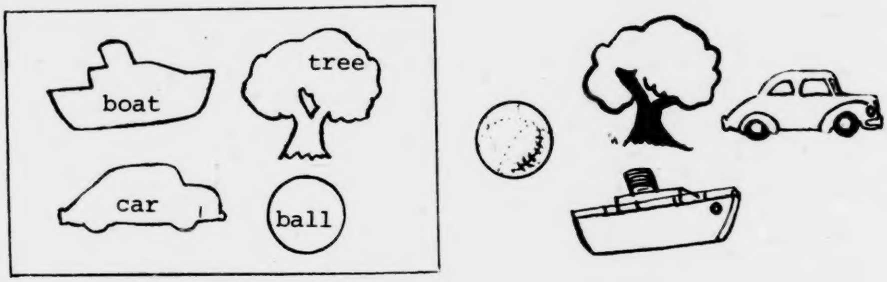


15. Jigsaws which involve word-picture associations are among the self-corrective materials used individually by children. As with other materials of this type, care should be taken to ensure that children's oral labelling coincides with the printed labels used. This may be done by careful selection of illustrations and by reviewing labelling with the group -



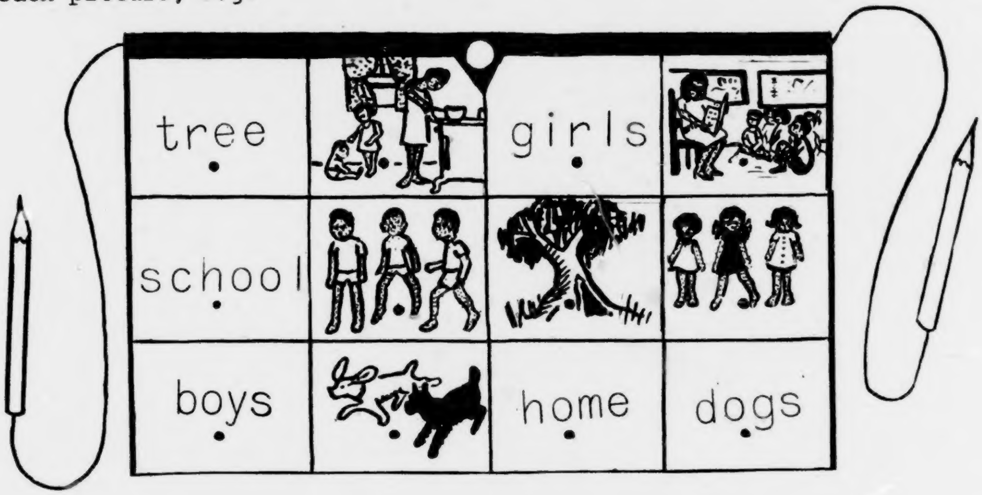
16. Inset puzzles in which wooden shapes are fitted into a space labelled with the appropriate word provide another self-corrective means of strengthening recognition of content words, e.g.

Recognition of Words and Units (cont.)



Children's labelling of shapes may be checked from time to time to avoid reinforcing an incorrect association, e.g. *"kitten"* or *"pussy"* instead of *"cat"*.

17. Circuit boards may be used to advantage for reinforcing recognition of content words. As a correct pairing of word and picture is made, the bulb on the circuit board lights up. In preparing cards, care should be taken that only one word may reasonably be associated with each picture, e.g.



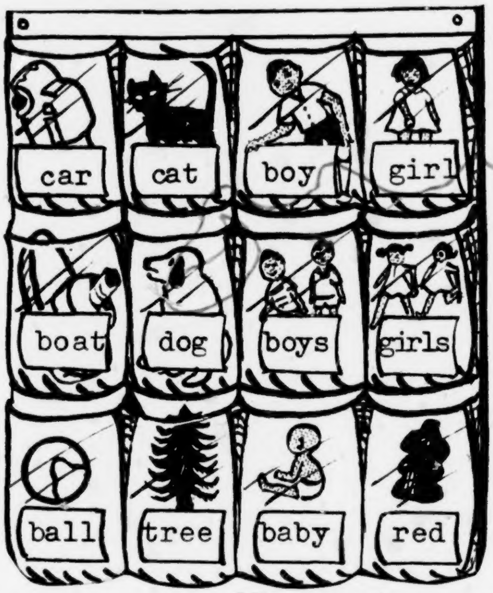
Labelling of pictures may be checked by the teacher as each new card is introduced.

18. Children may be encouraged to match objects with word labels as materials are placed in their containers. Actual objects and picture cards may be stored in a plastic shoe tidy. Boxes may be used for storing magnetized figures while labelled picture files may provide temporary storage for pictures cut from magazines, e.g.

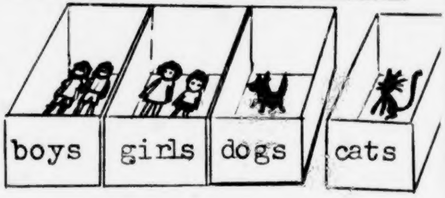
BLOCK E

Recognition of Words and Units (cont.)

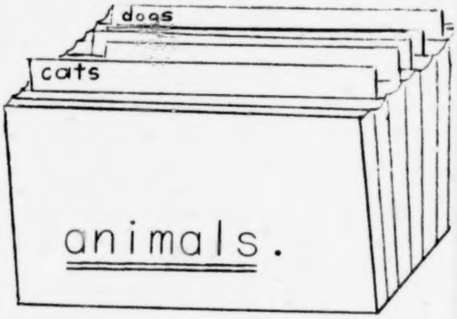
(a) shoe tidy


car
cat
boy
girl
boat
dog
boys
girls
ball
tree
baby
red

(b) boxes for magnetized pictures.


boys
girls
dogs
cats

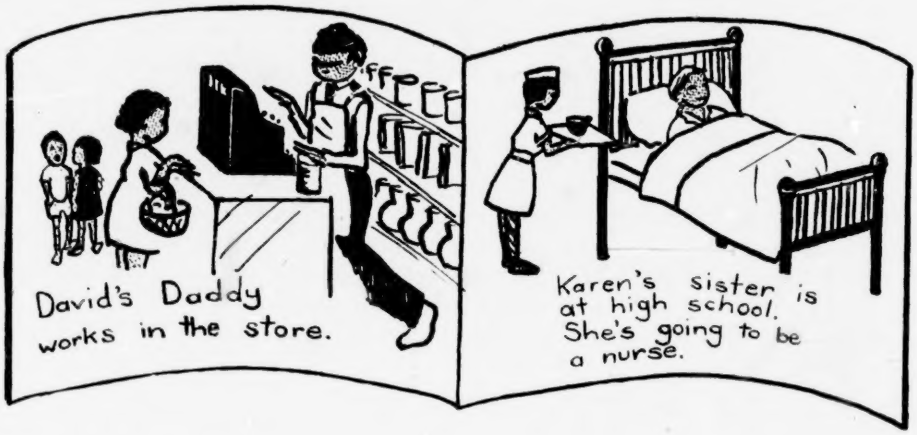
(c) picture files


dogs
cats
animals.

(d) Experience Reading

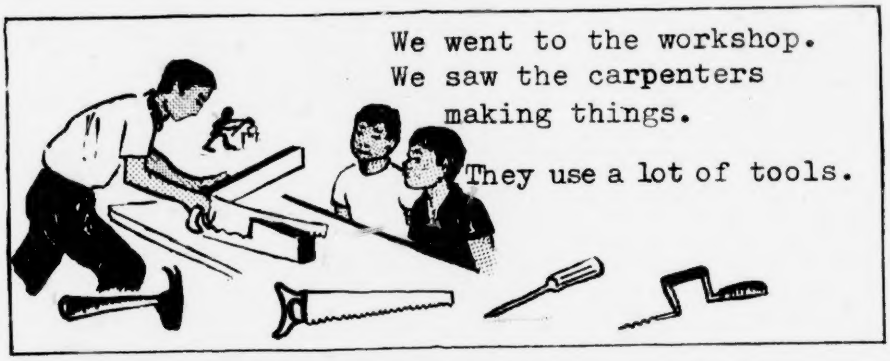
Experience reading activities may each day include the writing of news charts and captioning of pictures. During the current period, many of the pictures used will relate to the theme, "Work People Do" (pp.326-7).

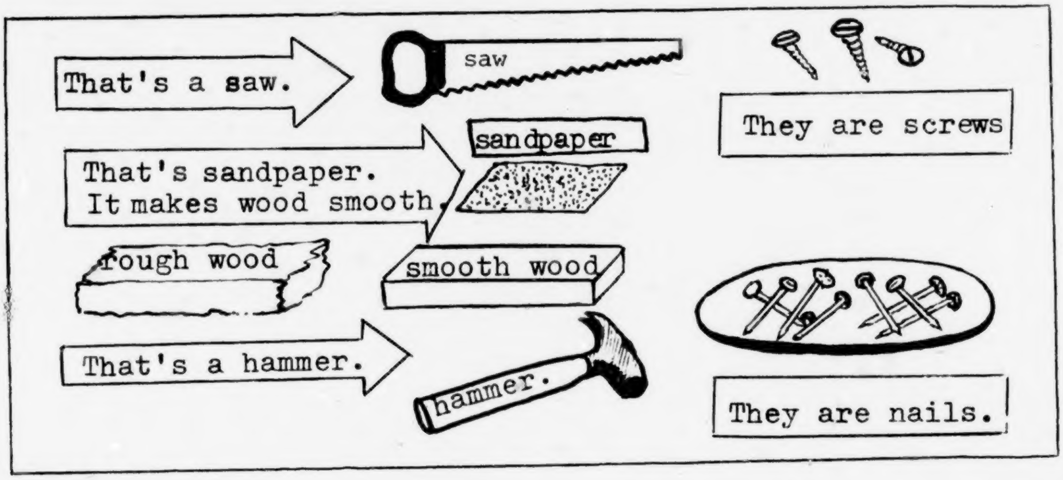
Following a work-associated excursion, children may discuss what they saw and heard. This discussion may be summarized to form a simple experience reading book about a particular person, occupation or service. Occupations or occupational aspirations of people, who are significant to the children, may also be discussed, leading to the development of further experience reading books or charts, e.g.


David's Daddy works in the store.
Karen's sister is at high school. She's going to be a nurse.

Experience Reading (cont.)

A collection of work-associated objects may be accumulated, as a result of excursions and other activities. Discussion, displaying and labelling of items may follow. As well as sentence labels, a small word label attached to some items may assist children to replace an object beside the correct sentence, e.g.

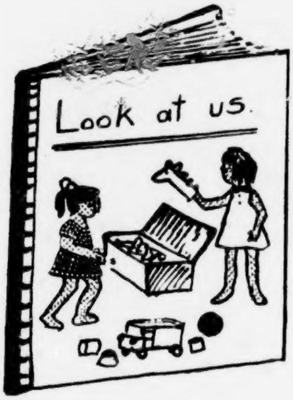

We went to the workshop.
We saw the carpenters
making things.
They use a lot of tools.

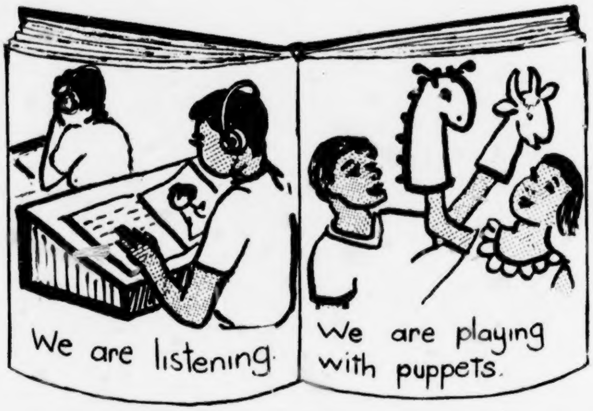

That's a saw.
saw
They are screws
sandpaper
That's sandpaper.
It makes wood smooth.
rough wood
smooth wood
That's a hammer.
hammer.
They are nails.

Photographs of two or more of the children engaged in an activity may form the basis for experience reading books. The teacher may guide discussion so that some of the captions suggested by children provide practice in reading "We are", e.g.

BLOCK E

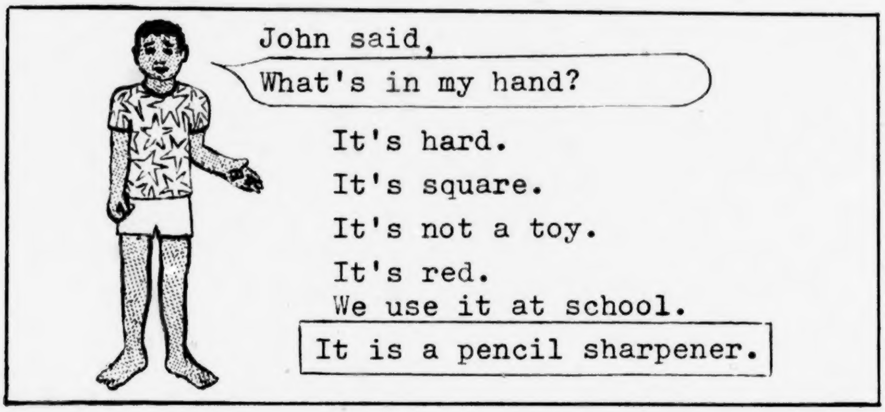
Experience Reading (cont.)




We are listening.
We are playing with puppets.

As well as photographic books of this type, children may draw or paint pictures of the group, following discussion, for example, of *things we do at school*. After captioning and reading of captions, some pictures may be displayed on the walls while others may be collected in book form. Labels for clay or plasticine models, as well as captions for paintings or drawings, may be dictated by the children.

Language games such as *"Descriptions"* (p.334),*"Definitions"* (pp.334-5) and *"What's in My Hand?"* (pp.331-2), may sometimes be summarized to form an experience reading chart, e.g.



John said,

What's in my hand?

It's hard.

It's square.

It's not a toy.

It's red.

We use it at school.

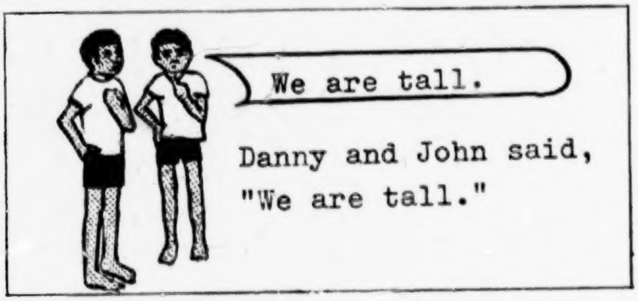
It is a pencil sharpener.

A language pattern being practised by children may form the basis for a song. After oral use of a sentence, e.g. *"Is John here?"*, children may find a tune to their liking, either by spontaneous singing or by use of a xylophone, piano or set of chime bars. The teacher may write the words of simple songs such as this on an experience chart. Children may refer to the chart as they sing, e.g.

Experience Reading (cont.)

Is John here?
Yes, he is.
Is Katrina here?
Yes, she is.

Experiences which are summarized in chart or book form may include some which involve mathematical ideas. (Refer to p.387.) During activities involving seriation and measurement, two or more children may stand in front of the mirror and tell about themselves -



Danny and John said,
"We are tall."

(d) Practice Reading

Daily practice reading activities may include re-reading of captions (pp.327;349) and reading of "take-home" cards (p.189).

Captioning may be extended to cooperative book-making. In such an activity, pictures of people may be cut from magazines and discussed in terms of setting. Simple captions may provide practice with printed units and words which have been introduced, e.g.

"Daddy is at work."
"Mummy is at home."
"Mummy is at the store."
"Daddy is in a boat."
"She's in a tree."
"He's in a tree."

Direct speech may be added to some pictures, e.g.

"Look at me.
I'm in a tree."

"I'm at school."

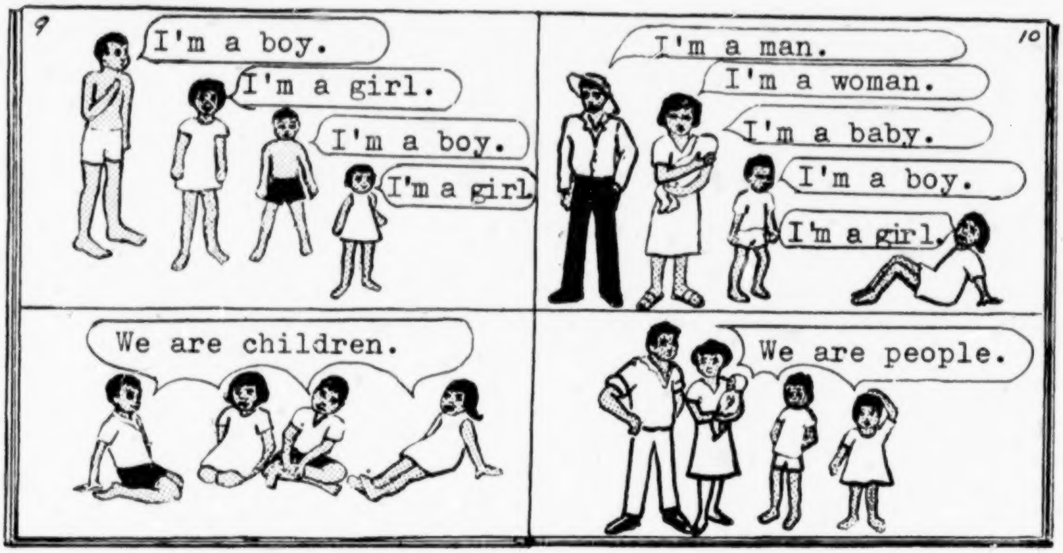
"We are at school."

"I'm little.
I'm at home."

Reading booklets providing repetition of the language unit, "We are", may be prepared. In discussion preceding the reading of such books, children may draw upon their experiences in classification to provide class labels for the various groups illustrated, e.g.

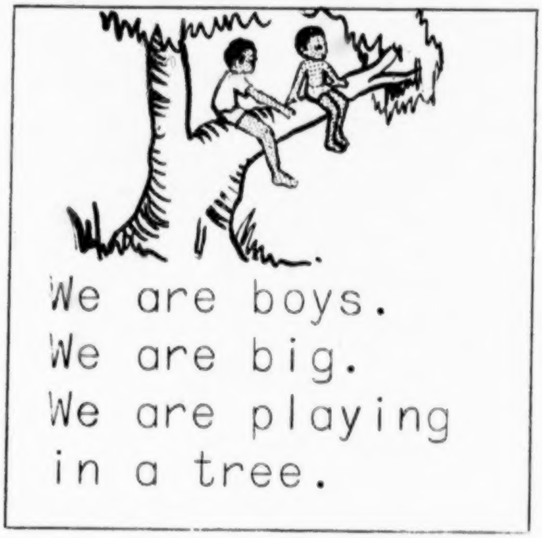
BLOCK E

Practice Reading (cont.)

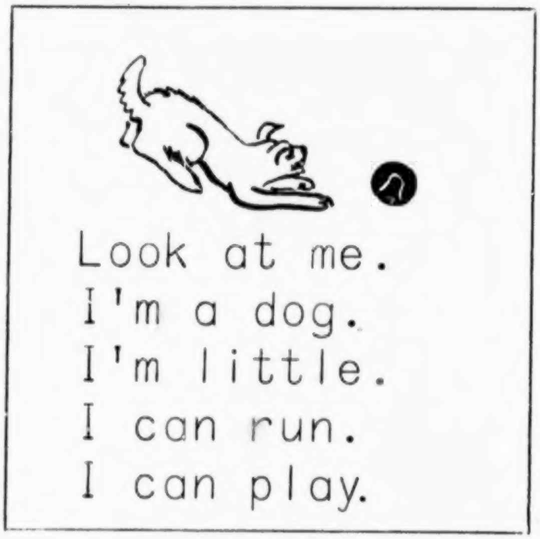

9
I'm a boy.
I'm a girl.
I'm a boy.
I'm a girl
10
I'm a man.
I'm a woman.
I'm a baby.
I'm a boy.
I'm a girl.
We are children.
We are people.

As new printed units and words become familiar through manipulation and recognition activities, children may read duplicated booklets which include a variety of the language structures and content words which have been introduced. (Refer to p.278.)

Simple stories on charts or in large books of this type may be prepared for group reading, e.g.



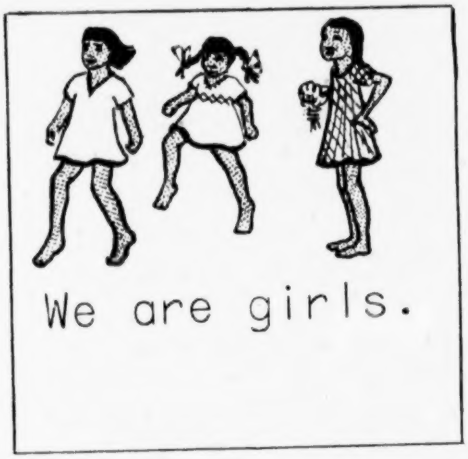
We are boys.
We are big.
We are playing
in a tree.

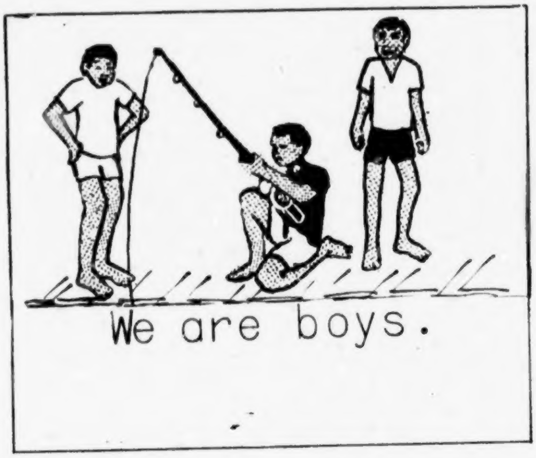


Look at me.
I'm a dog.
I'm little.
I can run.
I can play.

Practice Reading (cont.)

Duplicated worksheets may also be used for practice reading and, sometimes, for tracing or independent writing activities, e.g.


We are girls.



"Read and Draw" worksheets may provide practice in reading either individual words or sentences. Children's reading of worksheets is checked before they begin drawing, e.g.

Read and Draw

tree	girls	dog
woman	ball	man

Read and Draw

I'm in a tree.	We are running.
That's a dog. He is little.	Daddy is big.

Listening books in which photographs of the children are captioned using the "We are ..." construction may be used both for oral language and reading practice. Other photographic books (p.357-8) may be used for small group or individual practice reading. In addition to reading materials already mentioned, some simple commercially produced books should be available in the book corner (pp.278-280). The following books, which provide practice in the language units or content words indicated, are among those which may be used -

BLOCK E

Practice Reading (cont.)

Language Unit or content words	Story
We are	*Travelling* P.M. Instant Readers 1R18 (Kea Press, 1972)
We are	*At School* Methuen Caption Book, Red Books (Methuen, 1970)
We are	*What are we doing?* Photographic Books (Oliver and Boyd, 1970)
We are	*What are we making?* Photographic Books (Oliver and Boyd, 1970)
(noun) is	
a (noun) is little	*What is little?* Read It Yourself Books, Set A, No. 1 (Reed Education, 1972)
a (noun) is big	*What is big?* Read It Yourself Books, Set A, No. 2 (Reed Education, 1972)
(noun) is here	*People We Know* P.M. Instant Readers 1R16 (Kea Press, 1970)
Father is	*Father* P.M. Instant Readers 1R12 (Kea Press, 1970)
Father is	*Father Mouse* The Mouse Family, Book 4 (A.H. & A.W. Reed, 1971)
father is a	*here is the family* Beginning to Read Series number 4 (Rigby, 1967)
Mother is	*Mother* P.M. Instant Readers 1R11 (Kea Press, 1970)
Mother is	*Mother Mouse* The Mouse Family, Book 3 (A.H. & A.W. Reed, 1971)
a woman	
a woman, a man, a girl, a boy, I'm, He's, She's	*I'm Kimi. I'm a Boy.* Islands Readers A6 (Reed Education, 1972)

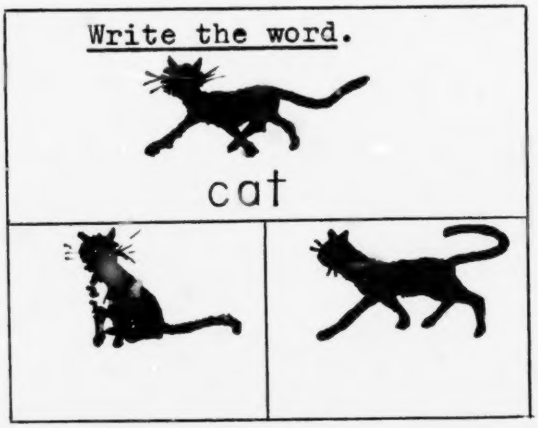
Practice Reading (cont.)

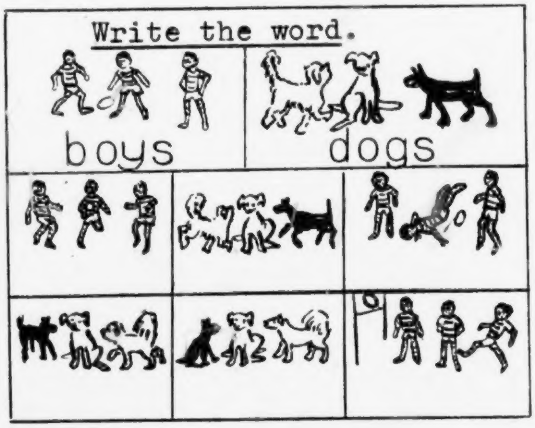
Language Unit or content words	Story
at school	
at school, we are	*At School* Methuen Caption Book, Red Books (Methuen, 1970)
at school, at home I am, a boy, a girl	*Which are you?* Read It Yourself Books, Set B, No. 5 (Reed Education, 1972)
boys, girls, dogs	*One, two* Little Picture Books (Warne, 1971)

(f) Writing

As suggested previously (p.280), experience may be provided in writing each new unit in context following sentence construction with language unit cards. Occasionally, guided writing may follow reading of a sentence. In this activity, children watch the teacher write each word before they write it themselves. The completed sentence is then read by the children.

As greater importance is now attached to children's awareness and eventual recognition of single words, writing activities may sometimes involve meaningful, isolated words, e.g.

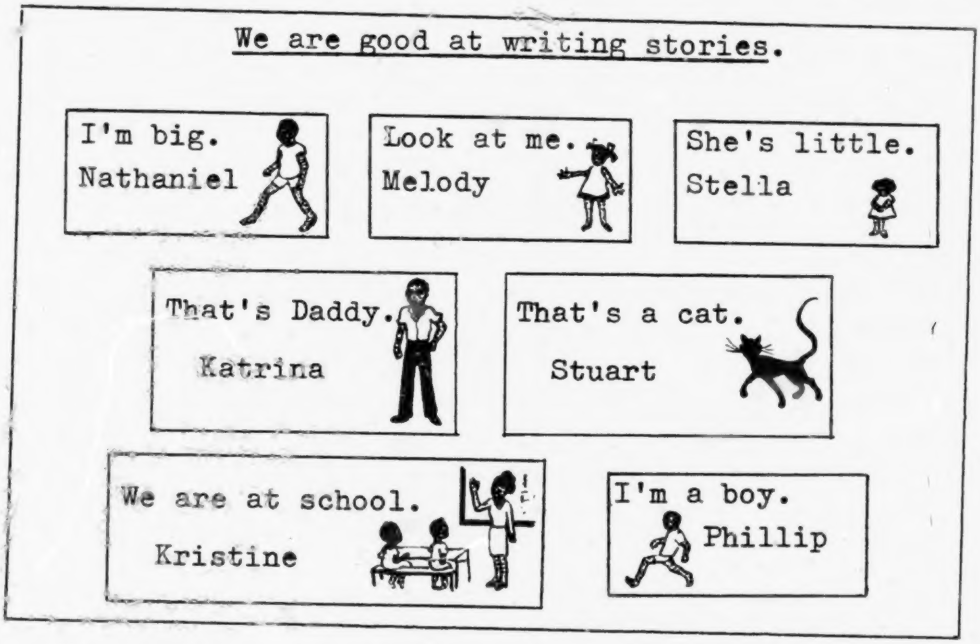




Sentences constructed by children as they manipulate language units and words may sometimes be written into their books, either by the children themselves or by the teacher. Children's "stories" may also be

Writing (cont.)

shared with other members of the group. Each child may contribute a sentence to be displayed on a chart and read by the group, e.g.



We are good at writing stories.

I'm big.
Nathaniel

Look at me.
Melody

She's little.
Stella

That's Daddy.
Katrina

That's a cat.
Stuart

We are at school.
Kristine

I'm a boy.
Phillip

Although children may sometimes be encouraged to write as clearly as they are able, care should be taken not to over-emphasize the manipulative aspect of writing. Far more important is the communication of ideas.

3. PERCEPTUAL SKILLS

(a) Auditory

Investigating Sounds

Investigation of sounds may be related to the current theme. As children use tools and other materials associated with particular occupations, listening to and discussion of sounds may be encouraged. The teacher may provide meaningful listening experience in the use of relevant terms, e.g. "the same", "alike", "like a ..." (p.326) and "louder". Children may be encouraged to respond to and to use these terms themselves, e.g.

> *"Which sound is louder - the sound of hammering* (demonstrate) *or the sound of painting* (demonstrate)*?"*

Ordinal terms may also be used in such activities, e.g.

> *"Tell me which sound is louder - the first one* (demonstrate) *or the second one* (demonstrate)*?"*

Discrimination of pitch and volume of sounds may be encouraged both through listening and moving to music (p.281). Incidental investigation of sound may also be involved in many other activities, especially discovery sessions.

Recording and Identifying Sounds

Excursions to watch and listen to people at work provide opportunities for recording sounds, including short meaningful sequences. During a visit to the store, a sound sequence similar to the following could be recorded: opening the till, depositing coins, closing the till and counting out change.

Children's own attempts to carry out activities which they have watched may also be recorded and later replayed for identification. Suitable activities include using a hammer and a saw, painting a wooden toy, loading and using a typewriter, role playing in the play store or as a passenger and driver in an imaginary bus or taxi, or as a photographer using an old (unloaded) camera.

Items including "work" sounds may be prepared for use in the listening game, *"Which Sound Does Not Belong?"* (pp.191-2). Further experience with this game may be provided by playing of a suitable *Sesame Street* record, e.g. *The Sesame Street Book and Record* (Columbia Records).

Additional verses introducing sounds which are familiar to the children may be recorded with help from members of the community. This may also encourage viewing of the *Sesame Street* program in areas where it is screened, particularly if the program is discussed by teacher and parents.

BLOCK E

Auditory (cont.)

Responding to Auditory Cues

Children may continue to play games in which response to auditory cues is required. For example, during drama, "caterpillars" may begin to wriggle when they hear four "low" notes on the piano while "trees" may sway when they hear the shaker.

Imitating Sounds

Children may continue to imitate isolated sounds and sound sequences, both vocally and by other means (pp.125-6; 281).

Auditory Discrimination

Familiar auditory discrimination activities may be continued with appropriate increase in the fineness of discrimination required, e.g.

"Same or Different?" (p.282)

pin, tin; hen, hen; tree, bee;

man, men; cats, cats; tig, tip.

"Pointing" (p.282)

cup, pup; girl, girls; ball, wall; bed, red; rat, rag;

square, bear; mice, rice; feet, sheet; guitar, star;

bell, belt.

"Which Word Does Not Belong?" (pp.191-2; 282)

pin, purse, papaw, sock;

fan, rock; fish, feet;

pillow, pineapple, pumpkin, girls;

hammer, hand, togs, horse.

The *phonic story completion game* (pp.282; 192) may be continued with both separate items and connected stories. Some of the items may relate to the current theme or provide practice with new language units, e.g.

We are mixing p...
He's sitting in a tr...
They are not boys, they are m...
At school, we play with p...
Look at those flowers. They are pr...
At the post office, you can buy st...
You can cut wood with a s...
You can chop wood with an a...
A nurse works in a h...

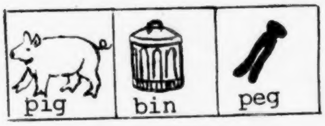
Auditory (cont.)

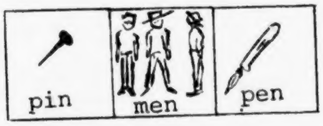
The phonic version of *"I Spy"* (p.282) and the *"Phonic Memory Game"* (p.63) may also be played. In the latter game, objects whose names begin with *Pippo's* sound may sometimes be used.

"Build this Picture", a new game involving auditory discrimination and sequencing of pictures from left to right, may be introduced.

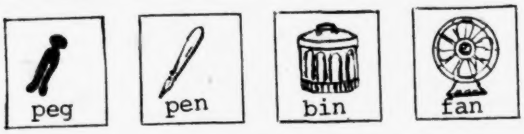
Multiple copies of pictures illustrating several similar-sounding words are needed in preparing materials for this game. One copy of each picture is mounted on a small square of light cardboard and is magnetized for sequencing on the magnetic board. Various combinations of duplicate pictures are ordered randomly and pasted on pattern strips. At this stage, strips of 3 or 4 pictures may be used. The addition of words below each picture may informally contribute to the gradual development of sound-symbol associations, e.g.

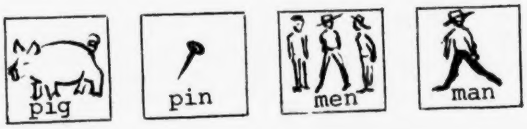
Pattern Strips





Sequencing Cards Provided





A child leader selects one of the pattern strips for a given set of sequencing cards. A small group of children listens while the leader names each picture in turn, proceeding from left to right. As pictures are named by the leader, the listening children select the appropriate pictures and sequence them from left to right on the magnetic board. The constructed sequence and the leader's pattern strip are then compared.

Phonic Puppets

The new phonic character, *Pippo Possum*, may be introduced. Suggested activities involving earlier puppets may be continued, this time with *Pippo Possum*, e.g.

playing the game, *"Pippo Possum likes ..."*;
collecting things for *Pippo* during an excursion;
compiling *Pippo Possum's* book summarizing what he likes;
re-reading *Pippo's* book;
providing *Pippo Possum's* name card;
sorting actual objects, each of which "belongs" to one of two or three puppets who are present, e.g. *Pippo* and *Googa*;
sorting and reading word-picture cards on the magnetic board (e.g. pp.283-4).

BLOCK E

Auditory (cont.)

Children may draw upon their classification experiences as they play the game *"Pippo Possum likes ..."*. For example, children may suggest food, toys, containers, games, vehicles, animals, places, which various puppets would like. Children may also nominate the puppet who would like each item in a given class which either teacher or children suggest, e.g.

food - *pineapple, sandwich, peanut paste, tea, meat, gum, ham, papaw, milk, pudding, syrup, pumpkin, peas, tomatoes, pie.*

clothes - *trousers, socks, skirt, pullover, hat, pants, scarf, gloves, tie, sandals, gown, singlet.*

containers - *purse, tin, glass, mug, sack, packet, matchbox.*

buildings - *house, store, school, picture-hall, post office, garage, hospital.*

colours - *tan, silver, pink, green, purple, gold, grey.*

animals - *pig, magpie, puppy, gecko, pelican, toad, guinea pig, seal, hen, goat, horse, galah, goldfish, parrot.*

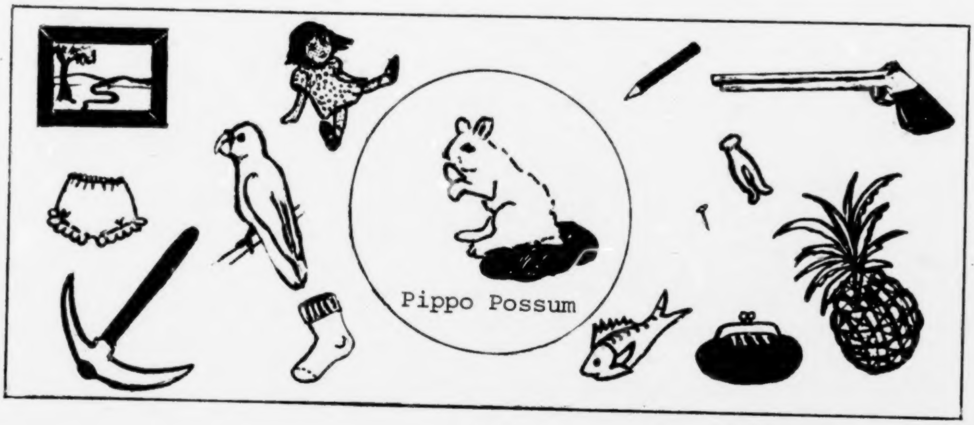
games - *skipping, tig, soccer, statues, pussy in the corner, hopscotch, marbles, softball, pinking, hiding.*

activities (things to do) -

painting, typing, singing, playing the piano, hunting, sleeping, stirring the soup, putting pegs in puzzles.

"Phonic Circling"

After actual objects which one of the puppets likes have been located and word-picture cards have been sorted on the magnetic board, worksheets of pictures may be used in a similar activity. Children name each picture, listen as the words are said and then circle the objects which the puppet in question likes, e.g.



Auditory (cont.)

Small groups of children, particularly those whose auditory skills are relatively poor, may sometimes work with the teacher, using pictures on the chalkboard or magnetic board rather than on worksheets.

Rhymes and Finger Plays

Saying and listening to rhymes, including those which stress *Pippo Possum's* sound, may continue to provide a means of developing awareness of sounds. Children's enjoyment adds to the effectiveness of such activities.

Rhymes suggested previously may continue to be used, particularly those which stress the "p" sound, e.g.

"Piggy on the railway"	p.339	*"Turn the tap"*	p.194
"Put your finger in Foxy's hole"	p.339	*"I stir my pudding .."*	p.194
"Paints"	p.291	*"The Train"*	p.127
"Gallop, pony"	p.285	*"Kangaroo"*	p.107
"Six ripe plums"	p.262	*"Jeremiah"*	p. 64
"Sh! ... Listen!"	p.261	*"Stirring"*	p. 64
"We are cutting ..."	p.259	*"I like Plums"*	p. 38
"We are possums"	p.259		

Poor little puppy!
He put his paw
In among the prickles.
Poor sore paw!

Pitter-patter,
Pitter-patter,
Listen to the rain!
Pitter-patter,
Pitter-patter,
On the window pane.

Pretty Polly Parrot
With a long pink tail,
Likes to eat potato.
She likes to eat potato
As she sits upon her rail.

Put the popcorn in the pan,
Make it nice and hot.
Listen to the popcorn go
Pop! Pop! Pop!

Mix a pancake,
Stir a pancake,
Pop it in the pan:
Fry the pancake,
Toss the pancake,
Catch it if you can.

Parrots play as they fly past.
Possums play in trees.
But you could play
In pretty flowers
If you were little bees.

Auditory (cont.)

Peter likes porridge,
Percy likes peas.
Peter and Percy
Are easy to please.

Dig a little hole,
Plant a little seed,
Pour a little water,
Pull a little weed.

I'm picking apples from a tree
One for you and one for me;

I'm counting apples up to ten,
And then I'll stop and start again.

Apples round and apples red,
Growing higher than my head.

Pad-Pad-Paddipaws is my cat.
She is cuddly, warm and fat!
She likes to play with a paper ball
And chase her shadow on the wall.
Pad-Pad-Paddipaws is my cat.
"Miaow-miaow-miaow!" she goes, like that.

Auditory Discrepancy

A. "What was Silly?"

Children are told to listen carefully and to tell what was silly in each of several sentences, e.g.

1. That cat barked at me.
2. Daddy bought three new shoes.
3. I like lemons because they are so sweet.
4. Sweep the floor with this comb.
5. I closed my mouth and stuck out my tongue.
6. She spread out her dress to dry in the rain.
7. He set fire to the water.
8. Put the kettle on the stove to make the water cold.
9. I go to school every night.
10. I like to drink bananas.

B. "Which One is Right?"

Children listen to pairs of sentences and select the sensible one. Later they may explain why the other sentence in the pair was silly. The following items may supplement those devised by the teacher.

Auditory (cont.)

1. Cats have wings.
   Birds have wings.
2. Icecream is cold.
   Fire is cold.
3. Koalas live in trees.
   Cows live in trees.
4. Turtles fly in water.
   Turtles swim in water.
5. You hit nails with a hammer.
   You hit nails with a brush.
6. The boy is jumping his cake.
   The boy is eating his cake.
7. They are throwing the ball.
   They are cooking the ball.
8. The bell is ringing.
   The school is ringing.
9. You wear shoes on your head.
   You wear shoes on your feet.
10. You cut with a knife.
    You sew with a knife.

Rhyme

Saying, listening to and dramatizing suitable rhymes may continue to increase children's awareness of sound similarities. In addition to rhymes introduced previously, the following are suggested:

Ball, ball,
Hit the wall,
Hurry back
Before you fall.

Hurry back
To me, and then
I will throw you
Out again.

Twinkle stars in the sky,
I can see you up so high,
Shining light,
Shining bright,
Shining, shining
Late at night.

One, two, three
Johnny caught a flea.
The flea died, Johnny cried,
Poor little flea.

BLOCK E

Auditory (cont.)

Completing Rhymes

The following rhymes may be among those introduced for completion -

1, 2, 3, 4, 5
Little bees in their (hive).

In a tree is the place that's best
For little birds to build a (nest).

Under a cool and shady log
Is a good home for a little (frog).

In a hole in the ground you can wriggle and squirm
If you are a fat little (worm).

In the shade of a tree is the place to sleep
For all the white and woolly (sheep).

You need this
To sweep the room.
Did you guess?
Yes, it's a (broom).

My daddy bought this
At the store
For cutting wood.
Yes, it's a (saw).

To tie up a parcel
Or some such thing
What you need
Is a piece of (string).

Before you eat
You remember, I hope,
To wash your hands
With water and (soap).

A container
That's made of metal
And holds hot water
Is a (kettle).

In the morning
When I'm at home
I fix my hair
With a brush or (comb).

Rhyming Pairs

A collection of actual objects or pictures, none of which rhyme, may be named by the children, e.g.

"Hammer, saw, knife, brush, broom, comb"

The teacher then says a word rhyming with one of these items. Children locate from the collection the object or picture which completes the rhyming pair. Changes to the collection of pictures or objects may be made as the game progresses.

Auditory (cont.)

Enjoyment of *stories* which stress rhyme may contribute to the development of auditory skills. The following stories are suggested:

I Want to Read by Betty Ren Wright
A Big Golden Book (Golden Press, 1970)

Things We Like to Do by Evelyn M. Andre
(Abingdon Press, 1968)

Other activities involving rhyme may be continued as suggested previously, e.g.

saying and listening to rhyming words, using a sequence of pictures (pp.129-131);

nominating rhyming words in a familiar couplet or in a sequence of three spoken words (p.287);

nominating rhyming words after naming each picture in a sequence (p.196);

playing *"Which Word Does Not Rhyme?"* (p.287) and *"Do They Rhyme?"* (p.287).

(b) Visual

Tachistoscopic Program

Regular tachistoscopic sessions may be continued as suggested previously (p.288), with appropriate decreases in exposure time. Children may sometimes attempt to match sequences of three abstract shapes (Set B, p.213). As images are returned to the screen for checking, children may be encouraged to make statements about the sequence.

In addition to tachistoscopic sessions involving matching of abstract shapes (Set B), individually and in sequences and, occasionally, sequences of animals (Set A), the tachistoscopic shutter may sometimes be used in reading activities. As words or units are projected, children may respond vocally, match the projected image and sometimes trace the image as well (pp.350; 271).

Visual Discrimination

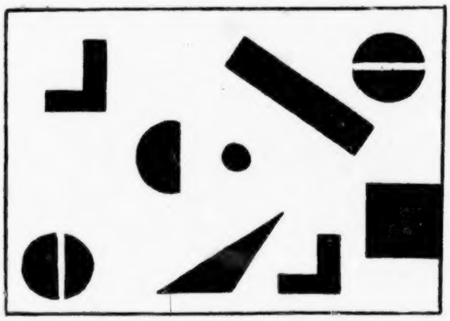
"Construction", a game involving visual discrimination and use of spatial terms, is similar to the earlier "reconstruction" game (p.134). The new game is played by two groups of children using identical sets of magnetized abstract shapes on suitable surfaces, e.g. steel scone trays or magnetic board and tray.

Children in one group select and arrange some of their shapes on the provided surface, discussing their arrangement as they work. This group then directs the second team to select pieces and construct an identical pattern.

Visual (cont.)

The first team, able to see both their own pattern and the developing pattern of the other group, must use language alone to help the second group. Completed patterns are compared and discussed critically before the game is repeated with teams' roles reversed.

Difficulty of the game is increased by including in sets of shapes new pieces which more closely resemble others of the same colour, e.g.



Other *visual discrimination* activities of the types suggested previously, but with an increased level of difficulty, may be devised. Use of language in association with many of the following activities may be encouraged -

"Which One is Different?"	(pp.197; 183)
"Which Two are the Same?"	(p.133)
"Same or Different?"	(pp.327; 68)
"Picking"	(pp.351; 155)
"Matching"	(pp.351-2; 271-2; 183; 132; 67)
"Rubbing Out"	(p.351)
Circling	(p.353)
"Hidden Pictures"	(p.197)
"Tracks"	(pp.288-9)

Visual memory and sequencing games, in addition to tachistoscopic activities, may include *"Kim's Game"* (p.134) and reconstruction of linear arrangements (p.134).

Visual association activities (pp.289-290) involving actual objects, pictures, worksheets (pp.134; 289), sorting boxes (pp.198; 199), circuit boards (p.135) and puzzle material may be cont[illegible]d, discussion among the children being of crucial importance.

Visual (cont.)

Visual Discrepancy

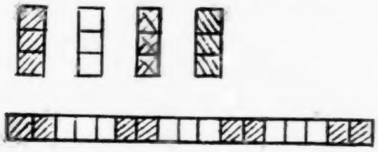
The difficulty level of visual discrepancy items (pp.198; 290) may gradually be increased. As children are encouraged to discuss and explain discrepancies, practice with new language units may sometimes be provided. (Refer to p.335.)

4. DISCOVERY

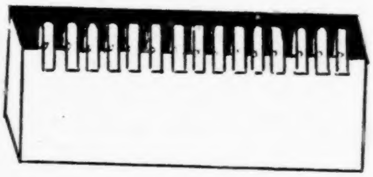
Colour

Colour may continue to provide one basis for classification (pp. 324; 331). Attributes of colour may also be used in various number activities, e.g. comparison of number using a 10 x 10 grid (pp.383-4) or when combining interlocking cubes to construct bars of a given number ([a] below). Colour may also demonstrate number groupings which children have made with coloured plastic pegs on a carton edge ([b] below) or "clothes line" -

(a) interlocking cubes



(b) plastic clothes pegs



Size

Experience with the terms of length "long" and "short" may be provided in many different ways. During outdoor activities, each child may collect items as directed by the teacher, perhaps -

"one short leaf and two long leaves"

Discussion of items collected may follow.

Movement to music may on occasions provide meaningful experience with terms of size and space. In such an activity, children may decide that for one piece of music they will take "long" steps while another piece suggests "short" steps.

Experience with less familiar terms may also be provided in this way. Children could respond to the terms "wide" and "narrow", perhaps becoming "wide gates" then "narrow gates" or joining hands to define "wide" or "narrow" rivers.

Sometimes, children may respond through drama to a connected story told by the teacher, e.g.

"... and the wild horses galloped very fast until they came to the wide river ..."

Listening experience may be provided in the use of the language construction "as ———— as", e.g. "as long as", "as tall as", "as heavy as", "as big as". When children compare heights of members of the group, they may express the idea of equality of height as

Size (cont.)

"They are the same." or
"They tie."

The teacher may agree and, in addition, express the relationship using the new construction, e.g.

"Yes, they are the same height.
Ailsa is as tall as Stewie."

Children may respond to directions which incorporate the construction "as ———— as" or which provide experience with comparatives. For example, they may locate or think of items which fit the following descriptions -

an animal that is as big as a cow
an animal that is taller than a wallaby
a container that is as long as this ribbon
something that is longer than a pencil
someone who is as tall as Ailsa
a fruit that is bigger than a mango
a fruit that is smaller than a mango
a rod that is longer than a blue rod
a rod that is as long as two pink rods

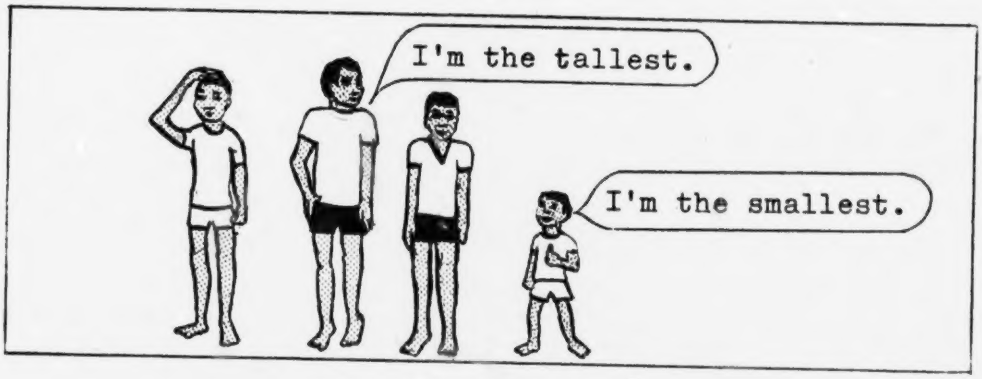
Use of comparatives and superlatives by the children may be encouraged during all activities involving concepts of size (p.292). Two balloons may provide a variety of experiences and serve to stimulate discussion. Children may watch and comment as a balloon gets progressively "bigger" and then, as the air escapes, grows "smaller". As a second balloon is inflated, children may observe and discuss relative size as the second balloon progresses from being "smaller than", then "as big as", to finally being "bigger than" the first.

Using materials such as Cuisenaire rods or interlocking cubes, children may discuss the activity as they build "trains", bars or towers which are "as long as" or "as high as" a given object, e.g. a second "train" of rods, *Henry's* house, or *Googa Goanna*.

Captioning of suitable pictures may sometimes follow discussion in which terms of size are used, the visual form of superlatives serving to reinforce the oral pattern as children hear and see *Tottie's* letter on the end of words such as "tallest" and "biggest". Some captions may also provide reading practice with previously introduced units, e.g.

BLOCK E

Size (cont.)


I'm the tallest.
I'm the smallest.

Seriation

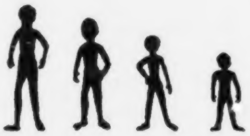
Seriation activities of the types suggested previously (pp.292-3; 137) may continue to be developed.

As children discuss arrangements which they have made, use of comparatives and superlatives may be encouraged. On occasions, rhythm may be used as an aid to establishing awareness of "er" and "est" inflections. In such an activity, a statement made by a child may sometimes be repeated by the group as each child claps, slaps thighs, or uses percussion instruments, e.g.

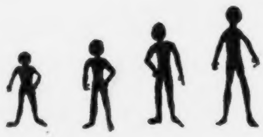
/ ˘ ˘ / ˘
"Jane is the tallest."

Children may arrange magnetized figures in order of size, discussing the task as they work. Flexibility may be encouraged by asking children to find another way of putting objects "in order", after the first is completed, e.g.

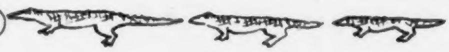
1. (a)



(b)



2. (a)



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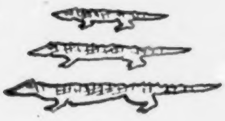
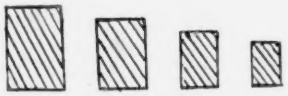
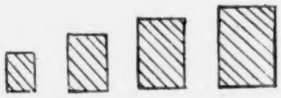


Seriation (cont.)

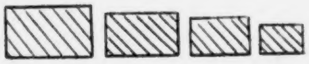
3. (a)



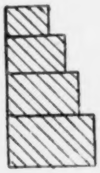
(b)



(c)



(d)

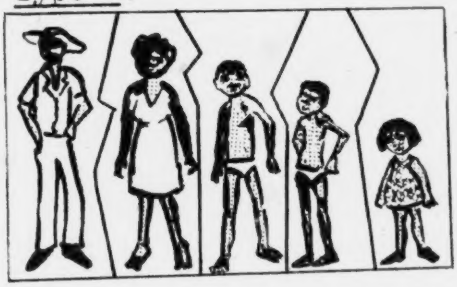


If children are not able to produce a second arrangement of objects, further informal experience of the type suggested previously may be given. A solution presented by the teacher should be avoided.

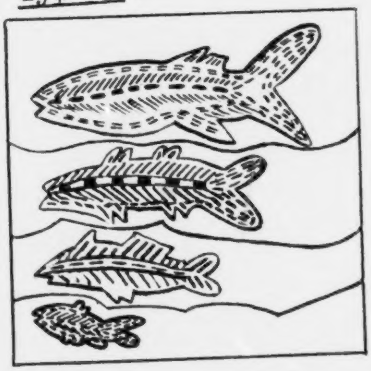
Sets of magnetized figures for seriation, classification and number activities may be provided by backing and cutting around appropriate magazine illustrations. Members of the community with artistic talent may also be willing to paint or draw sets of suitable figures - those which they see as being relevant.

Wooden seriation jigsaws may be constructed. These serve a similar purpose to that of seriation inset boards (p.292), but are more easily made. When a linear arrangement is used (see Type A. below), children may be encouraged to build from the left to right. Puzzles of Type B. may stimulate discussion in which terms of length are used.

Type A.



Type B.



Watching and, in the case of parents, [illegible]ting children as they use equipment should accompany any community inv[illegible]ent in preparation of materials.

BLOCK E

Estimation

Estimation of number may be continued as suggested previously, e.g. p.293. After stating an estimate, children may sometimes locate the corresponding numeral on a number line.

One to one correspondence may be incorporated into some estimation activities. Figures on the magnetic board or actual objects, e.g. three pencils displayed by a leader, may be briefly examined. Children may then "guess" how many children could each have one pencil. After recording of estimates, matching may be carried out by children and results discussed.

Estimation involving number relationships may be introduced. Children may briefly examine two groups of objects and estimate whether the number in each group is "the same" or "equal", or whether one group has "more". Discussion may provide listening experience and oral practice in the use of recently introduced language structures, e.g.

"Are there more here?"

"They are equal."

During early experience of this type, configuration of the two groups may be similar and the number in each group may usually be small. Later, more widely differing configurations may be presented. As children check their estimates by matching, the activity may contribute to development of conservation of number.

On occasions, children may examine several number groups in turn and, without counting, estimate whether each group has "more than" a small given number, e.g. "more than three". Checking by counting and, when appropriate, by comparison with a concrete group, may follow estimation.

Estimation may continue to precede measurement. Children may guess how many cups of water will fit into a teapot. After checking this, they may then "guess" how many cups can be filled from the teapot. In every case, checking should be carried out by the children themselves.

Use of terms "longer" and "shorter" may be encouraged as children estimate, before making direct comparisons of length.

Measurement

An appreciation of the *need* for measurement may begin to develop through participation in a variety of activities and discussions.

The teacher may check any local stores to find out which goods are sold by weight* and to discover how customers request quantities of

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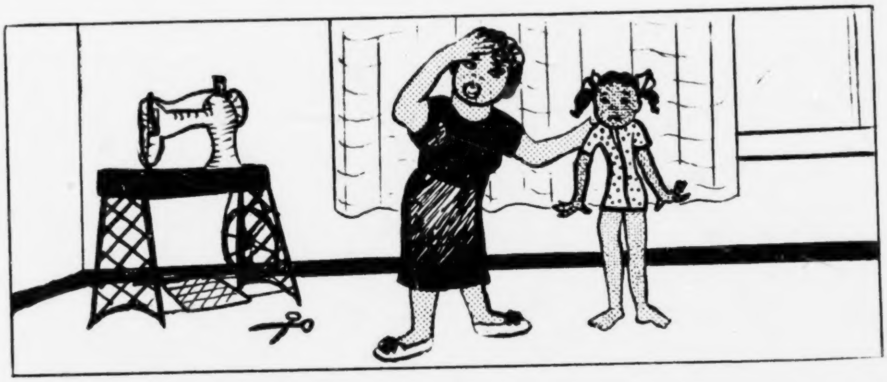
* Pre-weighed goods are frequently viewed as units, e.g. "bag", "small packet", "large tin", without reference to weight of contents.

Measurement (cont.)

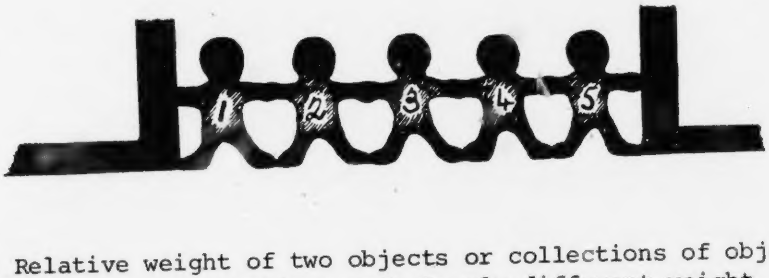
various types of goods. A class excursion, to see goods weighed or otherwise measured, may then be organized, perhaps with the assistance of some mothers.

Suitable pictures which demonstrate a need for measuring may be discussed by the children, e.g.



During measurement activities, lengths may sometimes be expressed in terms of "boys", "girls", or "children", after some members of the group have lined up others, either with fingertips touching, or lying heads to feet. Following activities of the former type, children may sometimes estimate how many standard-sized paper dolls from previously prepared strings will fit into various spaces in the room, e.g. "between these two windows."

After estimating, children may use strips of dolls for measuring. Results may be discussed and dolls fixed in place, with numerals added from left to right, e.g.



Relative weight of two objects or collections of objects may be investigated. Using objects of clearly different weight, children may handle both and estimate which is "heavier"/"lighter" before using a balance to check.

Experimenting with a balance and attempts to explain why one side goes down should be encouraged as the reason for this is frequently not apparent to children of this age. Children may also be encouraged to place an object first in one pan, then in the other as its weight is

Measurement (cont.)

compared with that of a second object. Once again, the role of language in the form of comment, discussion, and attempted explanation is crucial.

As well as establishing which of two objects or collections is "heavier" and which is "lighter", children may "add" objects to one pan until the weights in each are "the same" or "equal".

Pre-measurement experience with area may be informally provided. Various "pie" puzzles, described in the *Spatial Knowledge* section (p.388), are of value for this purpose. Children may also construct floor mosaics using coloured shapes, e.g. of painted wood, or plastic shapes from commercially produced sets.* Sometimes, children may build mosaics within the limits of one of several geometric shapes painted on the floor.

Using a set of specially constructed shapes*, children may exactly cover one shape with a number of others. The children may be encouraged to notice how many pieces of a particular shape cover another. They may also, on occasions, predict the number that will be needed before they find out for themselves.

Use of the same colour for pieces of identical shape and size contributes to their eventually being viewed as units and promotes ease of reference, e.g.

"How many red triangles fit on to the biggest square?"

Other activities, e.g. involving the use of arbitrary units for measurement of capacity and length, may be continued as suggested previously (pp.293; 201; 206; 75-6)

Number

A great deal of experience with concrete number, and associated language from children and teacher, will continue to be important. Teachers may find frequent opportunities during the day to draw children's attention to numbers of objects or actions and to elicit from the children the appropriate oral label for the number. Written forms may also be introduced sometimes, either written by a child or the teacher, or located on a number line or number card.

"Number of the Day", similar to the earlier "colour" game (p.70) may be included in each morning's activities. A child draws a number

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* Refer to Equipment Appendix, p.404

Number (cont.)

card at random from a box of cards held by another member* of the group. The number is identified by children and displayed as the day's special number. Counting up the number line may be used to assist identification if necessary, or may otherwise follow it. Children may construct a group with the appropriate number of objects and may respond with actions, for example, as a group, giving four claps, and individually, bouncing a ball four times. Children may also be encouraged to tell all that they know about the number selected.

While most children at this stage may rely on immediate experience of concrete number, children may, with increased experience, venture to state more abstract ideas. Contributions may include:

(a) comment about a particular concrete object or group of objects which is present, e.g.

"There are 4 blue squares on the mat."

"My chair has 4 legs."

(b) comment from memory about concrete objects, e.g.

"The jeep has 4 wheels."

(c) generalizations about classes of objects, e.g.

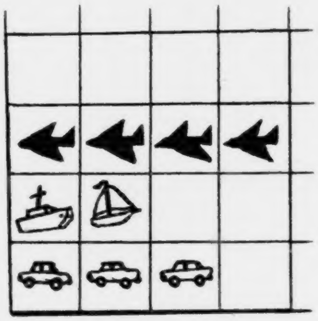
"Dogs have 4 legs."

"A square has 4 sides."

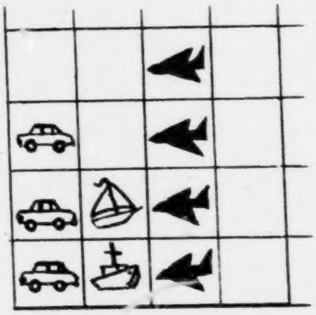
(d) statements of number relationships, e.g.

"Four is more than two."

To facilitate *comparison of number*, items in two or more sets may be aligned after sorting. In such activities, children may sometimes use a 10 x 10 grid painted on a vinyl mat or cut from wide plastic trellis mesh, e.g.



or



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* The responsibility for holding the number box each morning may be assigned to a child whose school attendance needs improving.

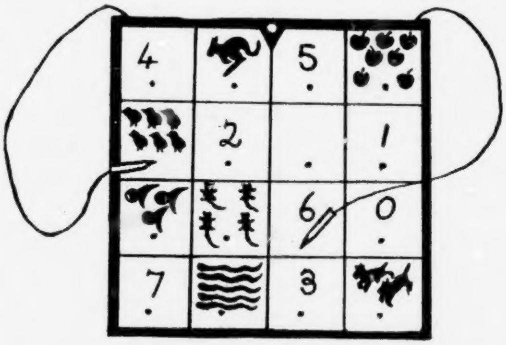
BLOCK E

Number (cont.)

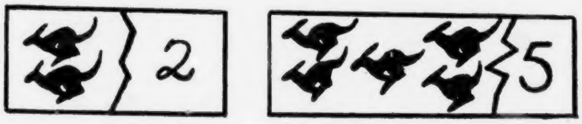
Each pair of groups, arranged either horizontally or vertically, may be discussed in turn. Children may be encouraged to *use* the terms "more than", "the most", "the same" and "equal". Meaningful listening experience in the use of "fewer" and "as many as" may be provided informally by the teacher.

Meaningful recognition of numerals may be promoted as suggested previously, e.g. pp.332; 294-5; 202-4. The following activities may also serve this purpose.

Circuit boards (p.135) may be used to reinforce the association between number groupings and digits. As oral labelling of number groups and numerals is important, the teacher may, at this stage, provide some supervision of children using circuit boards, e.g.



Number jigsaws may be used by a child working alone or by two children working together and discussing the task. As the teacher moves among groups, children may be encouraged to tell how many objects there are on various puzzle pieces, counting to find out if necessary. They may also be encouraged to name each numeral as it is matched with the appropriate number picture, e.g.



Parents or other members of the local community may be approached to participate in constructing puzzle material for children. A collection of jigsaws with number pictures painted on three-ply should prove attractive and durable, having added value when identified as being made by relatives of children in the group. Less artistically inclined volunteers may assist in constructing other materials, e.g. brightly painted number peg boards (p.77) or sets of painted geometric shapes (pp.383-404).

Number (cont.)

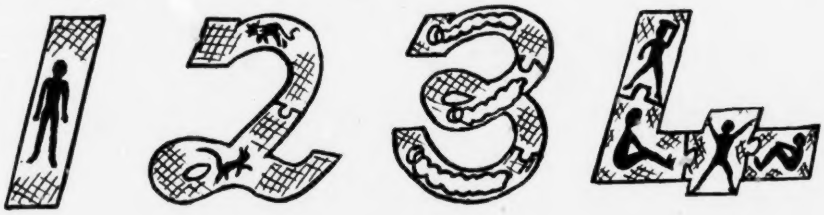
Matching number groups with small numeral cards may be carried out using number cards or wooden chips prepared for posting box activities (p.204). The difficulty of the task is controlled by limiting the range of numbers with which a particular child or group works. While one group of children may use number pictures and numeral cards for "1" and "2" only, another group may use numbers "0 to 5" or beyond.

As children work, oral labelling, using terms of cardinal number, may be encouraged.

Using a 1 to 10 scale to check the number in bars of interlocking cubes may be encouraged during some activities. Storage of cubes in bars of ten of the same colour provides valuable experience for later understanding of our number system. Recognition of numerals may also be promoted as children quietly combine cubes and check against their own individual scales or a scale provided on the storage container, e.g.

1	2	3	4	5	6	7	8	9	10

Numeral jigsaws, with each numeral painted in a different colour, cut into the appropriate number of pieces, and illustrated with that number of objects, may also be constructed for use by the children. Inversion of numerals may be avoided by using illustrations which require correct up-down orientation, e.g.



Counting of concrete objects and rhythmic counting may be continued as suggested previously (p.295). "Counting-out" rhymes may also be used on occasions. Such rhymes may provide number experience and in some cases, oral practice with language structures which the program stresses, e.g. plural "s" in the following rhyme -

One potato, two potatoes,
Three potatoes, four.
Five potatoes, six potatoes,
Seven potatoes, more.

BLOCK E

Number (cont.)

Children stand in a circle with fists extended and, as they repeat the rhyme, a leader taps fists. The child whose fist is tapped on "more" puts it behind his back. The winner is the last child to have one fist left in the game.

Familiar number rhymes may continue to be used. New rhymes, particularly those providing experience with subtraction, may also be introduced. *"Roll Over"* (N2) may be dramatized as either a rhyme or song -

Roll Over

There were ten in the bed
And the little one said
"Roll over, roll over!"
So they all rolled over
And one fell out.

There were nine in the bed
And the little one said
"Roll over, roll over!"

etc.

Great Big Bullfrog

Great big bullfrog
Is sitting on the ground.
He watches five mosquitoes,
Buzzing round and round -

ZZZ ZZZ ZZZ

Then with a jump, a hop and a leap
He catches one mosquito
And goes to sleep.

(Continue rhyme until the "bullfrog" has caught all of the "mosquitoes".)

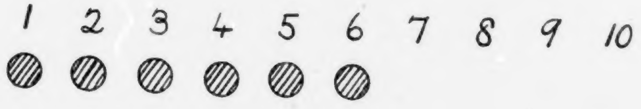
Through use of various concrete materials, experience in addition and subtraction may be provided (p.296). Halving of quantities, both continuous and discrete, may also be carried out (p.322).

One to One Correspondence

One to one correspondence is involved in successive comparisons of number using a grid mat (p.384).

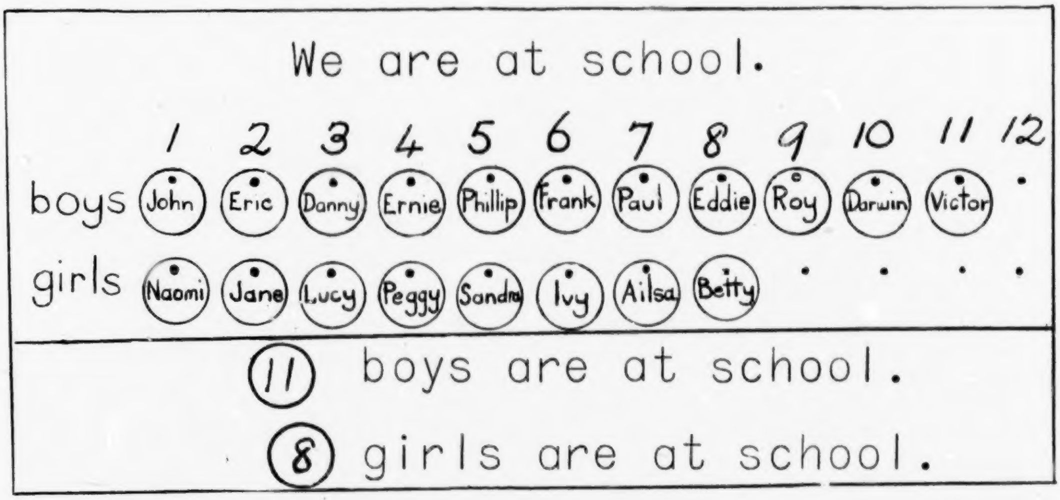
When children count concrete objects, the teacher may continue to check that, in sequencing of numbers, children match one spoken symbol with one object. Small group work during which children touch objects as they count may be of particular value for slower children.

Matching of actual objects with numbers in a written series may also assist in establishing the idea of one to one correspondence that is involved in counting. For example, children may count aloud as each of several shells, coloured lids or other objects is matched with a numeral in a series, painted on the floor or on a movable wooden strip, e.g.

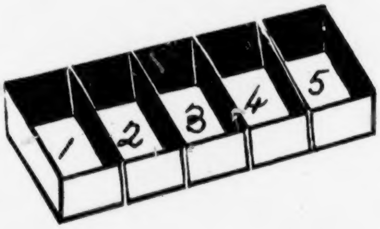


One to One Correspondence (cont.)

Every day, attendance may be checked by a one to one correspondence activity. Each child finds his or her named disc and hangs it on a hook in the appropriate row. Children then compare the girls' and boys' rows, and select the appropriate numerals for the summary. As the attendance board is then read, children are also given practice in reading new language units, e.g.


We are at school.
1 2 3 4 5 6 7 8 9 10 11 12
boys
John
Eric
Danny
Ernie
Phillip
Frank
Paul
Eddie
Roy
Darwin
Victor
girls
Naomi
Jane
Lucy
Peggy
Sandra
Ivy
Ailsa
Betty
11 boys are at school.
8 girls are at school.

Children may construct "number trains" of various lengths by gluing matchboxes together. They may also assist as appropriate numerals are cut from duplicated sheets and pasted into boxes. When using "number trains", children may guess which train is needed for a given collection of objects. They may then check, ensuring that only one object is placed into each "carriage" -



Sets

Flexibility may be encouraged during various activities involving "set" ideas. Children may often be encouraged to regroup objects, using a second basis for classification, for example, shape or size if objects were initially sorted in terms of colour.

Following reclassification, questions posed by the teacher may require children to think in terms of both classifications, e.g.

BLOCK E

Sets (cont.)

"Are all the triangles red?"

and, later, *"Are all the red shapes triangles?"*

Many of the other activities recommended for the current period involve "set" ideas, e.g.

classification activities (pp.324; 346; 368)
"Similarities and Differences" (p.328)
"Question-and-Answer Games" (pp.330-1)
"What's in My Hand?" (pp.331-2)
"Which Sound Does Not Belong?" (p.365)
"What are They?" (p.331)
"Is This It?" (pp.332-3)
"Feel It" (p.333)
"Descriptions" (p.334)
"Definitions" (pp.334-5)

Conservation

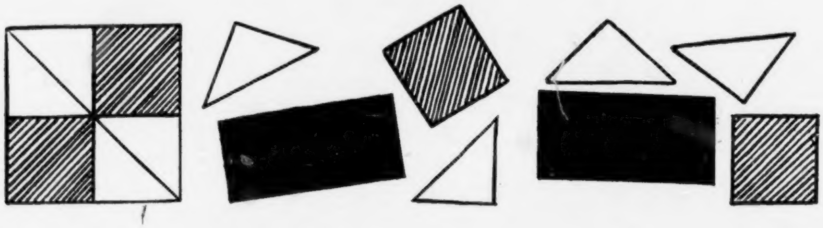
Manipulating materials of many types and discussing and attempting to explain what is observed should be continued in order to contribute to children's development of ideas of conservation. (Refer to previous suggestions, pp.205-6; 380.).

Spatial Knowledge

"Pie" puzzles may be used to develop awareness of shape and ideas of partitioning as well as to provide pre-measurement experience with area (p.382).

To prepare "pie" puzzles, straight sided containers of various shapes - round, square, and rectangular, are required, e.g. cake-tins and boxes of wood or cardboard. Several wooden or cardboard shapes which just fit into each container are prepared, each shape being a different colour. All but one of the shapes is then cut into pieces of equal size - halves, thirds, quarters, etc.

In using the puzzles, children place pieces into the container, completing layers in any order. Puzzles should provide scope for completing layers in more than one way, e.g.



Activities of the type described previously (pp.297; 206-7) and in other sections of the current block also provide spatial experience, e.g.

Spatial Knowledge (cont.)

classification activities (pp.387.324)
"Similarities and Differences" (p.328)
"Missing Words" (p.329)
"Question-and-Answer Games" (pp.330-1)
"What's in My Hand?" (pp.331-2)
"Is This It?" (p.332)
"The Square Song" (p.342)
"Construction" (pp.373-4)
floor mosaics (p.382)
tachistoscopic activities (p.373)
covering shapes with others (p.382)

"Discovery" Stories

As suggested previously (p.298) "discovery" stories may provide further experience with concepts that have arisen in association with other activities.

Story	Concepts or Terms Stressed
In and Out A *Sesame Street* Pop-up Book, illustrated by Akihito Shirakawa (Random House/Children's Television Workshop, 1971)	in, out; far, near; above, below; many, few; day, night; low high; dry, wet; fat, thin; little, big; down, up; quiet, loud; on, off; short, long
One Happy Family by Barbara Shook Hazen A Golden Preschool Learning Book (Golden Press, 1971)	*shape*, e.g. circle, round, square, rectangle, triangle
The How Many Book by Karoly Reich (Jonathan Cape Ltd., 1972)	*counting and cardinal number* - 1 to 10 *one to one correspondence* *ordinal number*
Count with Me by Christel Sussman (Platt & Munk, 1968)	*cardinal number* - 1 to 12
The First Counting Book by Margaret Durden (Franklin Watts, 1970)	*cardinal number* - 0 to 10
One, Two, Three for Fun by Muriel Stanek (W. & R. Chambers, 1969)	more than, many, big enough, higher, on top, below, middle, square, circle *counting and cardinal number* - 1 to 5 *ordinal* - first, last
Three Potatoes in a Pot in Sounds Around the Clock by Bill Martin Jr. (Holt, Rinehart & Winston, 1966), p.137	*idea of subtraction*

BLOCK E

"Discovery" Stories (cont.)

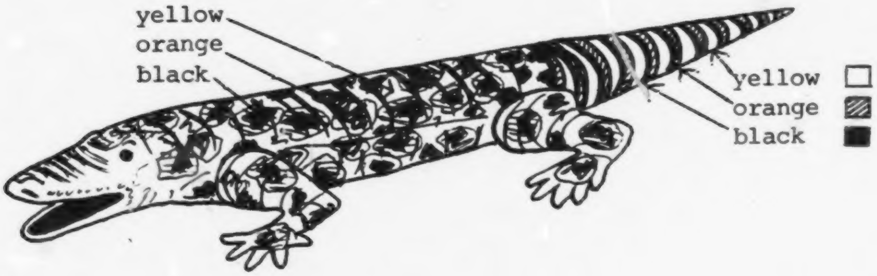
Story	Concepts or Terms Stressed
The Dot by Cliff Roberts (Brockhampton Press, 1972)	*spatial terms*, e.g. square, circle, line, straight *number*, e.g. more, 1, 2, 3

APPENDIX A

SPECIAL EQUIPMENT SPECIFICATIONS

1. PHONIC PUPPETS

(a) Instructions for Making Googa Goanna



Materials: Quantity of "duck" material or canvas

Orange, black and yellow fabric paints

Foam for stuffing

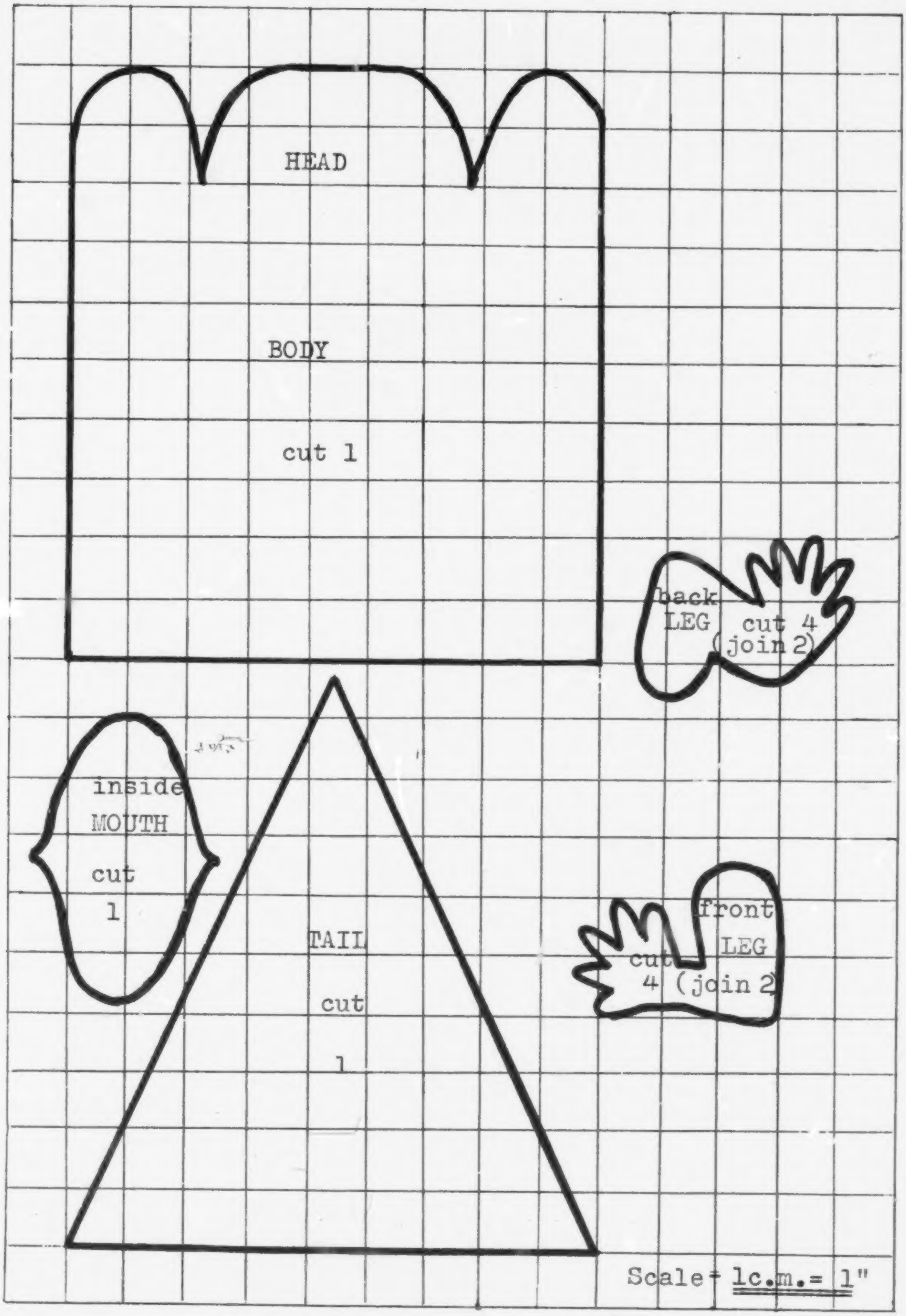
Method 1

Cut parts to pattern as indicated.
Fold body down centre and sew along outside edge to mouth.
Place inside of mouth in head and sew.
Turn body right side out.
Fold tail on centre line and sew. Turn right side out.
Stuff with foam and sew along opening.
Join tail to top half of body leaving bottom half open to enable one's arm to be inserted.
Sew feet and legs and stuff.
Sew openings closed and then sew legs to body.
Paint finished product.

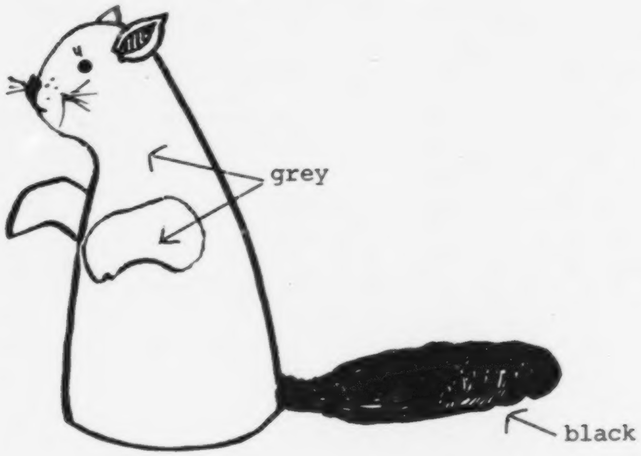
Alternate Method:

A simple version of Googa Goanna may be made from a suitably patterned sock, the toe of which is turned in and stitched to form the mouth. Button eyes and felt legs and tongue may be sewn or glued in position to complete the puppet.

Pattern: Googa Goanna


HEAD
BODY
cut 1
back LEG cut 4 (join 2)
inside MOUTH cut 1
TAIL cut 1
front LEG cut 4 (join 2)
Scale = 1c.m.= 1"

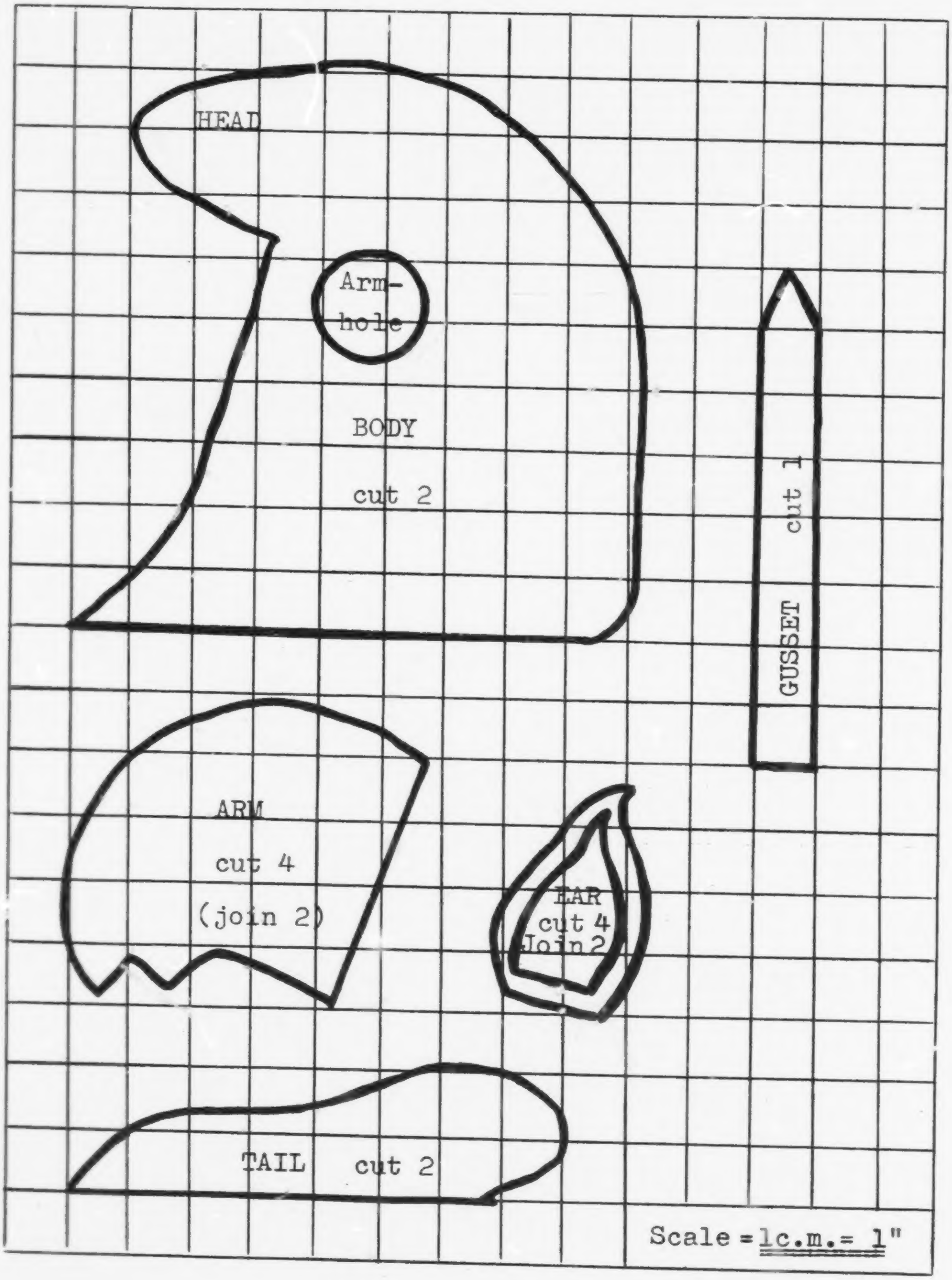
(b) Instructions for Making Pippo Possum



Materials: Quantity of grey felt
Small quantity of fur for tail
Black wool for nose and whiskers
Two brown buttons for eyes

Method: Cut parts of pattern as indicated. Sew arms, ears and body.
Turn right side out leaving end of body open.
Sew arms onto body, enabling one's finger to be inserted into body and arms for movement.
Add ears and tail, nose, eyes and whiskers.

Pattern: Pippo Possum

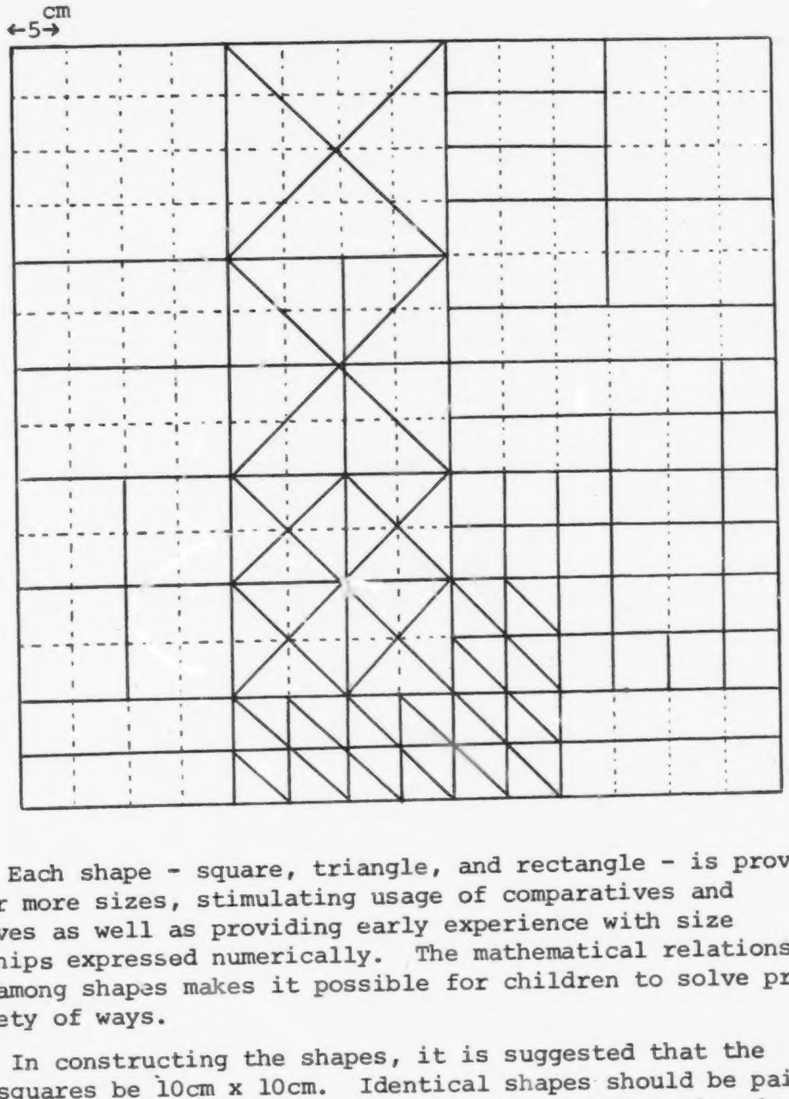


HEAD
Arm-
hole
BODY
cut 2
cut 1
GUSSET
ARM
cut 4
(join 2)
EAR
cut 4
Join 2
TAIL
cut 2
Scale = 1c.m. = 1"

2. PAINTED WOODEN SHAPES

Painted wooden shapes, the sides (and areas) of which are in simple mathematical relationship, may be used in a wide variety of activities, e.g. constructing floor mosaics (p.382) and informally discovering relationships by covering shapes with others (p.382).

The following plan is one which is suitable for cutting three-ply shapes:



Each shape - square, triangle, and rectangle - is provided in four or more sizes, stimulating usage of comparatives and superlatives as well as providing early experience with size relationships expressed numerically. The mathematical relationships existing among shapes makes it possible for children to solve problems in a variety of ways.

In constructing the shapes, it is suggested that the smallest squares be 10cm x 10cm. Identical shapes should be painted the same colour, contributing to their eventually being viewed as units and for ease of reference e.g. "How many red triangles fit onto the biggest square?"

APPENDIX B

OTHER EQUIPMENT

Much of what is of most value in the classroom is that produced by the teacher, children, their relatives and community members; these people may indeed be seen to be the teacher's most valuable resources.

However some commercially produced items, a number of which are listed on the following pages, are particularly suited to the needs of Aboriginal children and may be purchased from recognized retailers of educational supplies. It may be noted that the listed prices are those current at the time of this handbook's publication. It is expected these will vary from retailer to retailer and during the passage of time.

Some pieces of equipment although listed for use in a particular area may be used for a variety of activities and where possible, each piece has been referenced in each section. It is recognized that teachers may find further uses for such equipment according to each group of children's needs.

This appendix is an attempt to provide teachers with some knowledge of available equipment and some ideas concerning the preparation of other items. The listing is by no means comprehensive although an attempt has been made to include in each area more than one item of the same kind from which a choice may be made.

It may also be observed that most of this equipment is not essential to the implementation of the Van Leer Program in schools except where items have been asterisked as important to a particular activity.

For economy of space, the brand names of commercially produced equipment have been abbreviated. A key to the coding is given below.

Dep - on Departmental Supply
DLM - Developmental Learning Materials
E.J.A. - E.J. Arnold
Galt - James Galt and Company Ltd - Early Stages
Inv - Invicta
N.V.D.E. - N.V.D.E. School Centrale, Hilversun
Phil - Phillip and Tacey
P.B. - Peabody Language Development Kits - Level P

ORAL LANGUAGE

(a) Language Game Materials

Sequential Picture Cards 1 (DLM) No. 127	$1.80
*Little Picture Cards (Scott Foresman) No. 02597-67	1.98
"Learning to Think" Series (S.R.A.)	9.50 set
"Learning to Think" Manuals (S.R.A.)	2.10 each
"English Around the World" Display Cards (see ORAL LANGUAGE (b))	
*"English Around the World" Level 1 Posters (see ORAL LANGUAGE (b))	
Project Me Filmstrips (see ORAL LANGUAGE (b))	
Kindle Filmstrips (see ORAL LANGUAGE (b))	
"Guess what I am" (Galt) N.1129	1.25
Zoo Forms (Inv) IP1354	2.95
Sequences (N.V.D.E.)	4.95
Tactile Sense Training Pairing Bridges (Phil) S 316-1	5.95
self made with different materials, e.g. sandpaper cut to same size and pasted in identical plastic lids, providing two of each material	
Detective stick - self prepared from wood or card (see p.256)	
"Match" - Set 1 and 2 (Garrard Publishing Co.)	1.42 set
"I Can Speak English" Jilap Series (Jacaranda Press, 1972)	1.50

(b) Pictures and Posters

Aborigines in Industry (Commonwealth Government Printer)	free
*"English Around the World" Posters - Level 1 (Scott Foresman) No. 02224-70,	11.25 set
*"English Around the World" Display Cards (Scott Foresman) No. 02225-70,	9.00 set
"Community Helpers" (Standard Publishing Co., 1966)	3.50 set
Teaching Pictures (Child's World) (see p.326)	7.95 set
Teaching Pictures (David C.Cook Publishing Co.)(see p.326)	3.50 set
"Health and Safety Highlights" (Scott Foresman) No. 01899-70	10.20 set
"Moods and Emotions" (David C. Cook Publishing Co.)	4.95 set
"Australian Wildlife Cards: Mammals" by Eric Worrell (Angus & Robertson, 1969)	2.00 set
Health Posters (Health Education Council)	free
Stimulus Cards (P.B.)	-
*Transportation (David C. Cook Publishing Co.) 30635,	3.50 set

Filmstrips

Project Me 1 filmstrip plus cassette/record (Bowmar) 12.00 approx
I'm a boy/I'm a girl/Match up kids/
Magic Colour boy's face/Magic Colour girl's face/
What is missing - girl?/What is missing - boy?/
This is the way we get up in the morning/
Can you do what I do?/Simple Simon plays a game.

Kindle (Scholastic Sound Filmstrips, Scott Foresman) 37.50 set
Set 1 "Who am I?" (5 filmstrips plus LP/cassette and manual)
The Joy of Being You/Nothing is Something to do/
People Packages/All Kinds of Feelings/
Do You Believe in Wishes?

Set 2 "How Do I Learn?"
Who's Afraid/Do You Forget/Figuring Things Out/
What Next/Making Mistakes

Tadpole Sets 1 and 2 filmstrips plus LP record and manual (Denoyer-Geppert Audio-Visuals) 75.00 set
Set 1 600551
Round Is the Way Things Go/Nothing Stays the Same/
A Doughnut is a Hole with Something to Eat All Around It/
Who Needs Pointy Shapes?/Yipes! Stripes!

Set 2 600611
Can You See the Empty?/Up to Here/How Do You Get There?/
Finding Your Way/Far Apart.

(c) Rhythm Instruments-

Tambourine - wood shell 7½" diameter 19444	1.25
Tambourine - wood shell 9" diameter 19446	1.75
Tambourine (Embassy)	.90
Tambourine (Romper Room Product)	1.05
Tom Toms 6" x 3" wooden shell (Dulcet)	2.90
Bongo Drums	from 5.00
self made from heavy plastic stretched across a plastic container self made from hollowed log	
Cymbals 6" pair 19218 A	1.27
Cymbals 7" pair 19220 A	1.87
Cymbals 8" pair 19222 A	2.00
Triangles 6" and beater 19604 A	1.00
self made from bent metal	
Hand castanet 19265 A	0.47
Finger clappers 19262 A	0.33

Bamboo shakers 19050	2.25
self made from bottle tops on sticks seeds in plastic containers gourd fruit	
Drum shaped shaker	0.65
Coconut clappers - self made	
Scrapers - self made	
Click sticks - pair	0.70
self made from dowelling	
Xylophone (Dulcet Scholar) 17350	3.25
Matchbox seed shaker (dance rattle)	2.50

READING

(a) Reading Materials

Word matching strip books - self made, pp.276-7	
Sentence Structure Strip Books	
self made, pp.453, 546	
3-of-a-Kind Strip Books (Phil) 1965	0.63
E - These are running (animals)	
H - These are - things (colour)	
Word Check Books - self made, p.353	
Word Wheels - self made	
Sentence Wheels - self made, pp.546-7	
Word Lotto cards - self made, p.351	
*Word Picture Cards	
Little Picture Cards (see ORAL LANGUAGE (a))	
"Match" - by E. Dolch (see ORAL LANGUAGE (a)) p.352	
Richmond Phonogram Picture and Word Grouping Cards by P. Rodner, Boxes 1 - 3 (Phil) R27-3	3.85
Animal, bird, fish Card Game - Ed-U-cards (Sands)	0.45
Word Picture Inset Puzzles	
Wooden Playboard (Simplex) No. 1180 (N.B. check children's labelling and then print labels)	2.98
7 piece Preschool Puzzle - "Things that go" (Sands) No. 4542	0.50
Wooden Animal Inset Puzzle (see VISUAL (d)) self made from plywood.	
"Actions Picture and Word-Making Cards" by J. Noel (Phil)	
R83-1 Boxes 1-2 R83-2 Boxes 3-4	1.13 set
"Picture and Word Snap" (E.J.A.) KG346	1.99

"Name It" (Galt) N1128	1.10
Word Conservation Grouping Cards by J. Noel (Phil) TRG 173-B	0.69
"Phonic Couplets" - double sided picture/word matching cards, (Galt) N1119	
Consonant Vowel Blend Matching Cards (Phil) R238, Box 1	1.30
"Double Action" Sets 1 & 2 (Galt) N1116	1.00 app.
Magnetized Picture Pairs	
self made from identical pictures pasted on card and backed with magnetic tape	
self made from commercially produced picture pairs (see VISUAL (a))	
self made from coloured magnetic sheeting (see MISCELLANEOUS)	

(b) Listening Books

Listening books

self made using photographs of the children and their environment	
Animal Friends BW/B40 (Brown Watson Ltd, London)	0.50
My Book of Animals BW/B39 (Brown Watson Ltd., London)	0.50
My Toys (Platt & Munk, 1972) No. 6174	0.75
Things I see Books 1 - 4 (Waterman Co. Pty.Ltd, 1968)	0.50 ea.
First Things by Thomas Matthiesen (Collins, 1967)	1.50
#*Visiting Animal Families* (Froebel-Kan Co. Ltd) 1966	0.60
Numbers of Things by Helen Oxenbury (Heinemann, 1970)	2.60
#*My Counting Book* (Platt & Munk, 1972) No. 6175	1.70
#*My Zoo Book* (745:0100) A Platt & Munk De Luxe Cloth Book, 1968	0.85
#*Animal Picture Book* (744:0100) A Platt & Munk De Luxe Cloth Book, 1968	0.85
#*My Counting Book* (746:0100) - A Platt & Munk De Luxe Cloth Book, 1972)	0.85
My Farmyard Friends (Australian University Press, 1970)	0.29
Things I Like To Do by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968)	4.50
Little Big Bigger by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968)	4.75
The Alphabet Book by Thomas Matthiesen (Collins)	1.50

# Text that does not contain appropriate language structures may be obliterated or a suitable text may be superimposed.

NUMBER

(a) Counters

Plastic lids	
Everyday Objects Counters (Phil) N5-2	0.80
Ivory Counters (Dep)	
Plastic Colour Chips (P.B.)	-
Packet 250 counting toys (E.J.A.) KN883	2.80
Real Things Profile Counters (Phil) TN286-2	1.05
Grouping and Setting Shapes (see CLASSIFICATION)	
Packet 200 Number Pegs, 10 colours (Inv) IP725	1.80
Packet 1000 Number Pegs, 10 colours (Inv) IP726	6.00
Packet 100 Number Pegs (E.J.A.) KN071400	0.90
Packet 100 Number Pegs (E.J.A.) KN071015 (to accompany 100 peg board KG229)	1.00
Large Peggy Bead (Kinder Toy)	0.07 ea.
Packet 145 Banja Beads	1.85
Wooden Beads (Dep)	
Wooden Counting Sticks (Dep)	
Wooden Counting Sticks (E.J.A.) per 100 - coloured	
KN062115 - 1" long	0.75
KN062215 - 2" long	0.90
KN062315 - 3" long	1.20
KN062415 - 4" long	1.65
Wooden Icecream Sticks - large bag	1.85
Packet Jumbo Coloured Match Sticks	0.20

(b) Counting Frames

Beads on Pegs (E.J.A.) KN011	1.65
self made from dowelling and cotton reels/ plastic lids, p.77	
Approach 0 - 5 Bead Counting Posts (Phil) TN370	2.00
Sturdy 1 - 5 Post and Tablet Fitting Board (Phil) N36	3.95 app.
The Sturdy 1 - 5 Peg Board (Phil) N170	3.75 app.
1 - 10 Basic Rods and Counters (Phil)	
N111-1 1 - 10 in 1 piece	3.95 app.
N111-2 1 - 10 in 10 separate pieces	3.95 app.
10 x 10 Plastics Peg Board (Inv) 1P114	0.45
Number Ladders 1 - 20 (Inv) IP623	2.95
self made with plastic straws	

Unifix 10 x 10 Number Tray TN42-16	2.95 app.
Peg Board 10 x 10 - wooden (E.J.A.) KG229	2.99
self made from plywood/polystyrene and golf tees/plastic pegs/matchsticks	

(c) Number-Numeral Association

24 Playskool Match-Ups (Playskool) No. 7103	0.75
One to Ten Plaques (E.J.A.) KN282	2.45
Number-Numeral Association Peg Boards	
self made from wood pieces (p.77) and golf tees/number pegs	
Unifix Inset Pattern Boards (see NUMBER (d))	
Jigsaw Numerals (E.J.A.) KN075	3.05
self made from plywood/polystyrene foam, p.385	
Learning Numbers (Child Guidance Products) No. 807	1.97
Chelsea Number Picture Matching Cards (Phil) N48-2	1.15
Croydon Number and Picture Matching Tray (Phil) N43	3.45
Conservation of Number Sorting Cards (Phil) N194 - set of 2 boxes	1.70
Jigged Number Plaques, 1 - 10 (E.J.A.) KN742	3.55
Numeral Cards	
self made	
New Maths Picture and Symbol Cards (Phil) Box E (see CLASSIFICATION)	
Plastic Numerals: pkt. of 10 (E.J.A.) SB360100	1.05
Threading Bead Numbers - plastic numerals (4 sets of 0 - 9) (Inv) IP144	1.50
Fun with Sums (J.W. Spear & Sons Ltd)	2.80

(d) Unifix

Unifix Interlocking Plastic Cubes (Phil):	
TN 42 - 25 Box of 100 - 10 each of 10 colours	2.95 app.
TN 42 - 21 Box of 500 - 50 each of 10 colours	15.95
TN 42 - BK Box of 1,000 - 100 each of 10 colours (minimum)	29.50
Unifix 1 - 10 Inset Pattern Boards (Phil):	
TN 42 - 34 domino pattern	2.70
Tn 42 - 39 two's pattern	2.70
Unifix 1 - 10 stair (Phil) TN 42 - 17 - 1	1.40
Unifix 1 - 10 Value Boats (Phil) TN 42 - 17 - 2 (p.296)	1.70
Unifix Number Indicators (Phil) TN 42 - 27	2.85 app.
Unifix 100 Track (Phil) TN 42 - 31	2.95
Unifix Century 1 - 100 Counting and Multiplication Board (Phil) TN 42-50	2.50 app.

Unifix 10 x 10 Number Tray (see NUMBER (b))

(e) Other Number Materials

Number Posting Boxes - self made (see p.204)	
Logic People (Inv) IP 1287	6.50
Heinevetter's Programmed Quantity	4.75
Arithmetic Readiness Cards Set 1: Grouping (Scott Foresman) No. 2004	5.50 set

(f) Number Games

Giant Number and Arithmetical Plastic Dice (Phil) N95-6 1 - 6 two's pattern N95-7 5 - 10 two's pattern N95-8 1 - 6 domino pattern N95-9 5 - 10 domino pattern	0.20
Giant Decision Maker Dice - 4" white plastic	0.70
Spinning Top (E.J.A.) KN277	0.40
Spinners (Inv) IP 1329	1.25
Giant Floor Dominoes (E.J.A.) KN943	12.60
Dominoes Double Six Set (E.J.A.) KN278	1.20
Skittles (Dep)	
self made from plastic containers	
*Scoots (Parker Bros. Inc.) No. 581G	0.18
Spin-a-top Number Game	2.25
Hi-Ho! Cherry-O (John Sands)	1.35
*Home you go! (J.W. Spear and Sons Ltd) No. 1190	1.35 app.
self made from card	
Tiddly Winks (J.W. Spear and Sons Ltd)	0.60
Noughts and Crosses Games	
Space Lines (Inv) IP 1176	3.75
Noughts and Crosses (Playtime Toys Pty Ltd)	0.55
tic-tac-toe (magnetic version)	0.24
Qubic (Gordon and Gotch)	2.03
Ten Piccaninnies (Ferd Piatnik & Söhne 1965) No. 276 (N.B.) Remove "Mammy" cards)	1.10

SPATIAL

*(a) Mosaics and Shapes

*Mosaic Shapes (Inv) IP 143	4.75
self made - see Equipment Appendix A Item 2	
Designer Plastic Mosaics (Phil) TS 56-1	1.85
Basic Shapes Set (Inv) IP 140	5.00
Heros Mosaic	
621-1175 (small size)	2.35
621-1245 (large size)	3.75
40 piece Wooden Mosaic (Dominie) KN043	1.35
Parquetry Set (Lorenz) No.4220 - coloured wood	6.50
Tri-Pat Pattern Making Tiles (Phil) TS 258	1.95
Multipat Pattern Making Tiles (Phil) 217-4 (not available at time of printing)	
Honeycomb Floor Mosaics (Phil) TS 51	2.25
*Large Parquetry Set (DLM)	5.00 app.
*Design Cards for Large Parquetry (DLM)	3.00 app.
*Mr Space Game (Dominie) KG132,	1.99
*Space Race Games (Phil) N.485 (set of 2)	5.70
*Tangram Puzzles and Work Cards (Inv) IP 207	3.95
Protan Magnetic Geometric Shapes and Base Board (Phil) N266-3	3.60
Paper Shapes (Dep)	
Practice-Maths Discovery Gummed Paper Shapes (Phil) TN-336	2.30
*Shape Tracer and Recognition Set - clear perspex (Inv) IP 134	1.50
Sets of Geometric Shapes (see SPATIAL (b))	
*Matrix (see SIZE AND SERIATION (a)) p.382	

(b) Geometric Solids

Attribute blocks (Dep)	
Geometric solids (Dep)	
Sets of Geometric Shapes - can be made into solids (Inv) IP 341	9.95
self made from wood off cuts	
self made from polystyrene foam	
Polystyrene spheres, cones, eggs, rods in assorted sizes	0.03 to 0.22

Geometric foodstuffs, e.g. sugar and cheese cubes/ spherical fruit

(c) Construction Toys

10 Drums (Europlastic) No. E552	1.25
Coloured Blocks (Playskool) No. 645	6.25
Natural Blocks (Playskool) No. 655	5.25
Building Cubes 9 (Europlastic) No. E332	1.75
Roundabouts (Romper Room Product - Toltoys) No. 9002	4.50
Playplax Squares - coloured perspex KG385	4.99
Playplax Rings - coloured perspex KG445	5.50
Banhchen (Schildbröt Spielzeng) No. 4000-64	2.60
Large Peggy Beads (see NUMBER (a))	
Banja Beads (see NUMBER (a))	
Unifix Interlocking Plastic Cubes (see NUMBER (d))	
Lego System - Basic Set No. 022	4.45
Zoo forms (see ORAL LANGUAGE (a))	

(d) Puzzles and Games

Shape Dominoes (Inv) IP 1308	2.30
Geometric Dominoes (Galt) N1159	0.80
Colour Segment Dominoes (Dominie)	3.50
Forms Dominoes (Kellner)	2.75
Discrim Picture and Shape Sorting Cards - set of 6 (Phil) S216-1	4.20 set
Cogito (see CLASSIFICATION)	
Positional Word and Picture Matching Cards - Boxes 1 - 4 (Phil) R75-14	4.60 set
Rabbits and Lettuce Spatial Matching Game (N.V.D.E.)	5.00
Birds and Nest Spatial Matching Game (N.V.D.E.)	5.00
*Basic Pattern Making Stamps (Phil) A139	1.25 app.
*Diaplex Rubber Stamp Printing Motifs (Phil) S201	-
Geo Strips (Inv) IP141	7.50
Pie Puzzles (Dominie)	3.30
self made from cake tins and cut wooden shapes, p.388	
Shape Inset Puzzles	
Space Matchers - set of 4 (Inv) IP865	2.40
Inset Shapes Board Set A (see SIZE AND SERIATION (a))	
Inset Shapes Board Set B (see SIZE AND SERIATION (a))	
Geometric Inset Board - Basic Shapes (E.J.A.) SD639	1.95

Inset Shapes (Rigby Playcraft)	2.10
Shape Posting Boxes	
Shape-O (Tupperware)	2.98
*Symmetry Puzzles	
*Fizzog (Galt) L603	2.10
Symmetry Dominoes (Dominie) SD656	2.80
Symmetry Patterns (Dominie) SD630	2.10
Symmetry and Reversal Pairing Cards (Phil) N320 (set of 4)	5.35 set
Symmetrical Leaves Completion Puzzle (N.V.D.E.)	4.25
Chembos (Inv) IP 1358	2.30
Alike and Unalike Strip Books (Phil) N197-1 (Set of 4 books A-D)	3.10 set

SIZE AND SERIATION

(a) Puzzles and Activities

Seriation Inset Boards	
Inset Shapes Boards - Set A (4 in set) (Inv) IP1116	4.00
Inset Shapes Board - Set B (Inv) IP1189	2.40
Animal Inset Boards (E.J.A.) KG 154 Cats KG 155 Dogs KG 156 Rabbits	3.99 ea.
Variform Inset Placing Trays (Set of 3) (Phil) S234-1 squares, triangles, circles S234-2 ovals, rectangles, triangles	1.85
Seriation Jigsaw Puzzles	
Wooden Seriation Jigsaw (E.J.A.)	
KG274 - Fish	1.95
KC275 - Teddies	2.20
Counting and Ranging Puzzles (Didago) No.5 - Flower Pot No.15 - Christmas Tree	2.25
self made from plywood, p.379	
Seriated Hens and Chickens Matching Puzzle (N.V.D.E.)	3.85
Seriated Dogs and Kennels Matching Puzzle (N.V.D.E.)	3.85
*Colour Sorter (Toltoy Child Guidance)	1.15
Matrix (Inv) IP1311	4.90

(b) Graduated Tumblers and Constructions

Towers, etc. made by construction toys (see SPATIAL (c))	
Building Cubes (E.J.A.) KG581	2.25
Pile Up (E.J.A.) KG584	2.85
Building Cups (Playskool) No. 1039	1.29
Nesting Bowls (Playskool) No. 1037	1.29
Chicken in the Eggs (Kiddicraft) No. 2-333	3.98
Chicken in the Eggs (Playskool) No. 1033	1.29
Billie and His Barrels (Kiddicraft) No. 2-285	3.50
(Playskool) No. 1038	1.29
Beads on Pegs (see NUMBER (a))	
Approach 0 - 5 Bead Counting Posts (see NUMBER (b))	
Wooden seriated cylinders - self made from dowelling in assorted sizes	

(c) Other Graduated Materials

Packet 50 assorted nuts and bolts	0.40
Plastic straws (cut to size) (see DISCOVERY - MISCELLANEOUS)	
Buttons	
Marbles	
Cotton reels	
Metal washers (100 per packet of 6 sizes) (Embassy)	0.40
Curtain rings	
Wood off-cuts	
Gardboard cylinders	
Lengths of wood/coloured paper/straw/raffia/ribbon/wool/string	
Plastic lids	
Environmental materials	

CLASSIFICATION

Packet 250 counting toys (see NUMBER)	
Grouping and Setting Shapes - plastic shapes in 6 colours (Inv)	
IP1210 pack of 144 (animals)	5.75
IP1386 pack of 72 (transport)	2.20
IP1362 pack of 100 (assorted shapes)	3.00
Logic People (see NUMBER (e))	
Hoops (Dep)	

Magnetic String (see READING)	
Venn Diagram Tinted Plastic Circles (Phil) N304	2.60
Grouping Circles - set of 3 (Inv) IP1286 self made from threaded plastic straws	1.30
Attribute blocks (Dep)	
Geometric Shapes (see SPATIAL (b))	
New Maths Picture and Symbol Cards (Phil) N398 Box A - 32 Geometrical Shape Cards Box B - 24 Pictorial Cards Box E - 40 Numeral Cards	3.95 set of six boxes
Cogito (Inv) IP1313 - spatial concept cards	3.15
Association Picture Cards 1 (DLM) No. P124	1.80
Association Picture Cards 11 (DLM) No. P156	1.80
Association Picture Cards 111 (DLM) No. P157	5.50
Plate of Fruit (difficult) (N.V.D.E.)	4.25
Vehicles (N.V.D.E.)	5.00
English Around the World Display Cards (see ORAL LANGUAGE (b))	
Assorted objects, e.g. plastic fruit; metal washers, nuts, screws, bolts; doll's clothes; coloured lids; small pieces of fabric; toys; plastic flowers and shapes	
3-of-a-Kind Strip Book (Phil) 1965 E - colour F - different substances G - families of animals H - animal movements	0.63

MEASUREMENT

(a) Volume

Clear Plastic Litre Set - 5 containers per set (Inv) IP1205	9.75
Large Displacement Can with overflow spout (Inv) IP661	3.80
Plastic Jug (Dep)	
Plastic Containers, e.g. dairy products/household cleansers/ foodstuffs	

(b) Length

Wooden counting sticks (see NUMBER)	
Wooden icecream sticks (see NUMBER)	
Packet of Jumbo match sticks (see NUMBER)	
Coloured paper streamers - set of 5 (Embassy)	0.25

Pipe cleaners - packet of 8 (E.J.A.) KE339	0.08
packet of 75 Chenille Kraft Stems - approx 12" (Bryco)	1.40
packet of 12 Multi-coloured pipe cleaners 18" (Dominie)	0.45
Plastic straws - box of 5000 (Premier)	3.90
Plastic tubing - various thicknesses per yard	0.01 to 0.25
Plastic clothesline (Embassy) - 30 ft.	0.30
Laces (Dep)	
Measuring poles - self made from dowelling	

(c) Weight

Pan Balance (Dep)	
Simple Scales (Inv) IP272	5.60
simple scales (Dep)	
self made from sponge tins and coathanger	

MISCELLANEOUS

Mirror - 48" x 18" plus cost of despatch	15.00 appr.
Telephones:	
Kindy Phones - plastic shell	1.00 ea.
Magneto Phones - phones that function with a 3 volt battery	2.00 each
*Magnifying glass (Dep), p.292	
Chinograph pencils (Dep - State Stores)	0.75 doz.
Circuit Boards - self made (see p.222)	
Touch and Match (Systematic Learning Corp) No. 8002	7.65
Vinyl - for mats and "Feel Bag" 54" wide	2.00 yd.
Felt - for puppets and printing 36" wide	2.25 yd.
*Colour paddles - perspex (Inv) IP353, p.291	0.70
*Plastic Grids - self made from gardening mesh Tricel	0.90 ft.
self made from vinyl/canvas painted in squares	
Magnets (Dep)	
Horseshoe Magnet 4" (E.J.A.) KN651	0.80
Bar Magnet 3" (E.J.A.) KN648	1.60
Oblong Magnet (E.J.A.) KN647	0.40
Plasticine (Dep)	
Jumping Bean (Jette Viby)	0.75

Brown dolls:

Flatsy - brown pliable doll 5" (Ideal) 2A-0078	1.60 (Tax exempt)
Piccaninny - 10" Aboriginal doll (Metti) SP15	2.88 (Tax exempt)
Cindy Lou - 15" brown toddler (Metti)	4.00 (Tax exempt)
Sasha Black Baby (Trendon Ltd)	10.00 app.
Sasha Baby - brown hair/light brown skin (Trendon Ltd)	10.00 app.
Sasha Doll "Caleb" - black boy doll (Trendon Ltd)	13.50 app.

VISUAL

(a) Visual Discrimination

Items from:

Let's Start Reading - an Endeavour Book (Jacaranda Press Pty Ltd, 1968)	0.60
Learning to Think (see ORAL LANGUAGE (a))	-
Macdonald Zero Books by Peter Usborne (Macdonald Educational, 1972)	1.20 ea.
**Puzzles	
***Cottage Boards (E.J.A.) KN797	2.25
***Cottage Boards (K & K)	1.39
***Hereward Observation Test Matching Cards Gd 1 Boxes A-D (Phil) S124-1,	2.55 set
***Find a Pair (Galt) N1108 - puppy - house - dolls - man-in-the-moon	0.95
***Birds and Nest Spatial Matching Game (see SPATIAL (d))	
***Rabbits and Lettuce Spatial Matching Game (see SPATIAL (d))	
Discrim Picture and Shape Sorting Cards (see SPATIAL (d))	
Association Picture Cards 111 (see CLASSIFICATION)	
Colour Segment Dominoes (see SPATIAL (d))	
Vehicles (see CLASSIFICATION)	
Dominoes Double Six Set (see NUMBER (f))	
Picture Dominoes (Galt) L134	1.85
SNAP and Watch It (Piatnik) No.284	0.95
Snappy Lotto (E.J.A.) KG046	2.80

Snappy Snap Cards (E.J.A.) KG045	1.85
Picture and Picture Matching-Toys (E.J.A.) KG651	2.10
Educational Children's Picture Dominoes (K & K) No. 200	1.53
Memory (John Sands) No. 4664	2.00 app.
*Symmetry Puzzles (see SPATIAL (d))	
Find It (Galt) L551	2.25
Alike and Unalike Strip Books (see SPATIAL (d))	

(b) Visual Discrepancy

Items from:

Let's Start Reading (see VISUAL (a))

Learning to Think Series (see OPAL LANGUAGE (a))

Macdonald Zero Books (see VISUAL (a))

Puzzle section of various children's magazines
(cut out, paste on card and place inside plastic folders)

(c) Visual Association, p.289

Puzzles

Motor Expressive Cards 1 (D.L.M.) No. P159	1.80
Motor Expressive Cards 2 (D.L.M.) No. P160	1.80
Mixies - Ed-U-Cards (John Sands)	0.45
Match Bits (Lincoln) No. 3404	1.18
Build-a-Shape Pelmanism Games - set of 4 (Phil) R244	3.90
Matching Pairs (Chad Valley) No. G277	1.50 app.
Picture Association Cards - Fold Outs (Child's World)	2.75 ea.
Guess whose feet What belongs where What goes with what	
Picture Matching Series (E.J.A.)	3.50 ea.
KG003 Which go together KG004 Who uses what	
What Goes With What (P. & M. Abbatt)	1.55
Object Puzzle Dominoes (P. & M. Abbatt)	1.55
Animal Puzzle Dominoes (P. & M. Abbatt)	1.55
Circuit Boards (see MISCELLANEOUS)	

(d) Other Materials

Inset Jigsaw Puzzles:	
Aboriginal Boy by J. Jokci	1.67
Aboriginal Girl by J. Jokci	1.67
Kangaroo and Joey by J. Jokci	3.15
Two Kookaburras by J. Jokci	3.15
Simplex Small Inset Puzzles (Didago)	12.50 for 20 3.15 for 5
Simple Jigsaw (Kiddicraft):	2.50 ea.
Rooster/Ship/Tractor/Elephant	2.50 ea.
Kangaroo and Baby (E.J.A.) KG450002	2.99
Inset Puzzles:	
Wooden Animal Inset Puzzle (Rigby Playcraft)	1.95
Inset picture trays (E.J.A.): KN946003 Tommy the Tortoise KN946004 The Duck Family	4.65 ea.

AUDITORY

(a) Auditory Game Material

Items from:	
Let's Start Reading (see VISUAL (a))	
We Discover Sounds and Letters (Random House, 1972)	2.50 app.
Learning to Think Series (see ORAL LANGUAGE (a))	

(b) Puppets

self made from fabric (see MISCELLANEOUS)	
made to order by Eileen Maclean (K & K Orana Toys)	2.25 app.
Medals - self made by lettering cardboard or metal discs	

(c) Tapes and Records

Music for Dance Series A, Record 1 (Macdonald and Evans Educational Recordings Ltd)	1.95
The Sesame Street Book and Record (Children's Television Workshop, Columbia Records) SBR 235402	5.95
The Square Song - Sesame Street (W & G Records) WG.25/S/5509	2.98
Songs for Language Development Records 5 & 6 (P.B.)	
Music for Movement Vol 2 by M. Champion Crespigny (Side 11 - Transport sound effects) (W & G Records WG-25/5128	2.98

Play Your Instruments and Make a Pretty Sound Ella Jenkins (Folkways Records) FC 7665	5.84
Sounds I Can Hear - 4 records accompanying picture cards and charts (Scott Foresman) 02765-66	16.50
Sounds Around Us (P.B.) Record 6 *Sounds of Animals 1* 7 *Sounds of Animals 2/Sounds of Home* 8 *Sounds of Toys/Sounds of Ways to Travel* 9 *Sounds of People 1/Sounds of People 2*	
Auditory Training Familiar Sounds (D.L.M.) No. T139	7.50
Arnhem Land Vol 1 (His Master's Voice, EMI Aust Ltd) OALP 7504	
Drums of Lockhart - Aboriginal Music Old and New Vol 2 (St James Church Council - R.C.A.)	4.10
Australian Children's Stories - Aboriginal legends told by Clive Waters (W & G Records) GEM-65	2.98
Songs from Yarrabah Collected by Alice M. Moyle and P.C. Griffin AIAS/7	3.00
Songs from North Queensland Compiled by Alice M. Moyle AIAS/8	3.00
Traditional Music of Torres Strait Collected by Jeremy Beckett, additional material from La Mont West AIAS/11	3.00
The Land of the Morning Star - songs and music of Arnhem Land (His Master's Voice, EMI Aust Ltd) OCLP 7610	5.95

Further material of this nature is in preparation and may be obtained from the Australian Institute of Aboriginal Studies, Canberra, on request

APPENDIX C

RECOMMENDED BOOKS TO READ TO CHILDREN

Title	Page, Program Block and Type of Activity*	Cost**
About Our School	345; E - th	$ 0.70
Animal Daddies and My Daddy	267; D - th	0.25
Animal Families 1, 2, 3	267; D - th	0.55
Animals	266; D - th	0.75
Animals We Know	266; D - lan	0.85
		0.70
Anybody at Home?	344; E - lan	1.30
Are You My Mother?	267; D - th; 343, 344; E - lan	1.50
Australian Reptiles in Colour	268; D - th	3.50
Australia's Insect Life	268; D - th	1.60
Australia's Insects	268; D - th	4.50
Baby	179; C - th	0.50
The Baby Echidna	179; C - lan	0.30
The Bear's Holiday	343; E - lan;	1.50
The Best Nest	266; D - th	1.50
Big Brother	111; B - lan; 179; C - th	0.50
The Big Happy ABC	284; D - aud	1.00
The Big Happy 1-2-3	299; D - dis	1.00
The Big Honey Hunt	343; E - lan	1.50
Big Sister	178; C - lan	0.50
The Bike Lesson	178; C - lan; 343; E - lan	1.50
The Bird	267; D - th	0.50
The Birth of Sunset's Kittens	267; D - th	3.00
Breakfast in Bed	41; A - lan	0.50
Breakfast on the Farm	41; A - lan	0.50

* Abbreviations:
aud = auditory dis = discovery lan = language
rh = rhyme th = theme wd bk = word book

** Approximate undiscounted retail price, 1972

Title	Page, Program Block and Type of Activity	Cost
Brown Bear, Brown Bear, What Do You See?	299; D - dis	3.20
Buttons	73; A - dis	-
Calico Pie	344; E - lan	2.50
The Cat in the Hat Beginner Book Dictionary	284; D - aud (wd bk)	2.95
Chicken Little	112; B - lan	1.00
Child's First Dictionary	284; D - aud (wd bk)	1.00
The Circle Sarah Drew	344; E - lan	2.35
Colour	265; D - lan;	1.20
Colours	266; D - lan	3.95
Community Friends	343; E - lan; 345; E - th	0.85 0.70
Count With Me	389; E - dis	2.00
Do you know about .. CLAWS?	267; D - th	1.15 1.00
Do you know about .. TAILS?	267; D - th	1.15 1.00
Do you know about .. WINGS?	267; D - th	1.00 1.15
Doctors and Nurses - What Do They Do?	345; E - th	2.50
The Dot	390; E - dis	2.80
The Ear Book	42; A - th; 179; C - lan	1.50
The Egg and the Chicken	266; D - th	2.35
Eggs	267; D - th	1.00
The Eye Book	42; A - th;	1.50
Farm Animals	178; C - lan	0.50
Farmyard Friends	268; D - th	0.29
Father	345; E - th	0.50
Father is Big	179; C - th	3.95
Find Out by Touching	110; B - lan	2.05
Fire! Fire! said Mrs McGuire	344; E - lan	3.20
The First Counting Book	389; E - dis	0.80

Title	Page, Program Block and Type of Activity	Cost
A Fish Out of Water	73; A - dis; 298; D - dis	1.50
Flap Your Wings	267; D - th	1.50
A Fly Went By	343-4; E - lan	1.50
Follow Your Nose	42; A - th	2.05
Go Dog Go	42; A - lan; 73; A - dis; 343; E - lan; 285; D - aud	1.50
Going to School	41; A - lan; 110; B - lan	0.85 0.70
Going Swimming	111; B - lan	0.50
Goldilocks and the Three Bears	42; A - lan; 178; C - lan; 179; C - lan	2.20
Grandmother and I	178; C - lan	4.80 approx.
Green Eggs and Ham	343; E - lan	1.50
Grown Ups	41; A - lan; 345; E - th	0.50
The Guinea Pigs that went to School	267; D - th (set of 6)	12.99
Hand, Hand, Fingers, Thumb	45; A - lan; 287; D - rh	1.50
The Hen	267; D - th	0.50
Hop Little Kangaroo	267; D - th	0.25
How Big is a Baby?	267; D - th	0.19
How Does It Feel?	111; B - lan; 266; D - lan	4.75
The How Many Book	389; E - dis	2.65
I am a Frog	41; A - lan; 267; D - th	0.75
I am a Giraffe	267; D - th	0.75
I am Here	41; A - lan	0.85 0.70
I Can Do It	110; B - lan	0.85 0.70
I Made a Line	111; B - lan	0.85
I Want to Be an Architect	345; E - th	1.75
I Want to Be a Secretary	345; E - th	1.75
I Want to Read	374; E - rh	1.00
If I Were a Driver	345; E - th	3.15
In and Out	389; E - dis	2.90
In, On, Under and Through	41; A - lan; 42, A - lan; 207; C - dis	0.19

Title	Page, Program Block and Type of Activity	Cost
In Our Class	111; B - lan; 179; C - lan	0.85 0.70
In Our School	265; D - lan; 345; E - th	0.85 0.70
Is This You?	343; E - lan	0.60
Jamie Visits the Nurse	345; E - th	4.05
Just Suppose	287; D - rh	0.60
The Large and Growly Bear	265; D - lan	0.39
The Line Sophie Drew	179; C - lan; 344; E - lan	2.35
The Listening Walk	42; A - th	2.05
Little, Big, Bigger	298; D - dis	4.75
Little Black Sambo	41; A - lan; 112; B - lan	2.05
The Little Gingerbread Boy/ The Gingerbread Man	41; A - lan	1.75
The Little Kangaroo	266; D - th	0.40
The Little Red Engine	111; B - lan	0.85
The Little Red Hen (Ladybird Books)	344; E - lan	0.50
Me	42; A - th	3.60
Me	41; A - lan	0.50
More Animal Families	267; D - th	1.00 approx.
Mother	180; C - th	0.50
Mother Animals and Baby Animals	267; D - th (set)	1.23
Mouse Looks for a Friend	344; E - lan	1.10 0.80
Mouse Looks for a House	344; E - lan	1.10 0.80
The Mouse Who Learned to Read	112; B - th	1.95
Mr Brown Can Moo, Can You?	111; B - lan	1.50
Mrs Mopple's Washing Line	266; D - lan	0.60
My Book About Me	41; A - lan	2.50
My Family and I	179; C - th	0.85 0.70
My Five Senses	11[illegible]; B - lan	2.05
My Friend the Doctor	345; E - th	1.70

Title	Page, Program Block and Type of Activity	Cost
My Friend the Policeman	345; E - th	1.70
My Friends and I	41; A - lan; 111; B - lan	0.85 0.70
My Pictionary	325; E - dis (wd bk)	1.38
Night	344; E - lan	1.20
The Nose Book	42; A - th	1.50
Old Hat, New Hat	298; D - dis	1.50
One Fish, Two Fish, Red Fish, Blue Fish	266; D - lan	1.50
One Happy Family	389; E - dis	1.95
One, Two	287; D - rh	0.50
One, Two, Three for Fun	266; D - lan; 389; E - dis	2.00
Out and In	299; D - dis	0.50
The Owl and the Pussycat	343; E - lan	2.50
Patrick Will Grow (at present out of print)	179; C - th	1.00
The Pear Shaped Hill	287; D - rh	0.39
Picture Dictionary, Stage 1, J.I.L.A.P.	284; D - aud (wd bk)	1.20
Pictures and Sounds a.b.c.	284; D - aud (wd bk)	1.20
Planes	41; A - lan	0.50
P.M. Listening Skill Builders	284; D - aud (wd bk)	0.20
Post	345; E - th	1.20
Put Me in the Zoo	110; B - lan; 298; D - dis; 343; E - lan	1.50
The Rain Puddle	344; E - lan	0.60
Robert the Rose Horse	179; C - lan	1.50
Rosie's Walk	179; C - lan; 207; C - dis	0.60
Round the House	179; C - lan	0.50
Round Things Everywhere	298; D - dis	4.05
The Secret	343; E - lan	0.50
Sizes and Numbers	343; E - lan	1.25
Sounds Around the Clock	42; A - lan; 111; B - lan; 179; C - lan; 266; D - lan; 345; E - th; 389; E - dis	3.25

Title	Page, Program Block and Type of Activity	Cost
Sounds of Home	287; D - rh; 288; D - rh	2.25
Sounds of Laughter	180; C - th;	3.45
Sounds of Numbers	42; A - lan; 111; B - lan; 299; D - dis	3.05
The Square Ben Drew	179; C - lan; 344; E - lan	2.35
Teeth	266; D - lan	1.20
Telling Tails	110; B - lan; 267; D - th	4.00 approx.
Ten Apples Up on Top	42; A - lan; 110; B - lan; 298; D - dis	1.50
That's What I'll Be	265; D - lan	set 6.10
That's What It Is	178; C - lan; 265; D - lan	3.75
Things I Like to Do	42; A - th; 345; E - th	4.50
Things We Like to Do	373; E - rh	1.85
This is the way I go Series: I run; I fly; I jump; I crawl; I swim; I climb	111; B - lan	set 2.50
Three Baby Chicks	267; D - th	3.95
The Three Billy Goats Gruff	112; B - lan; 344; E - lan	1.05
Time for a Rhyme	287; D - rh	0.79
Tom is Sick	111; B - lan	0.40
Too Many Names	112; B - th	0.19
The Toolbox	345; E - th	2.95
Toys	343; E - lan	1.20
Traffic	178; C - lan	0.50
Two Hungry Mice	344; E - lan	1.10 80
2000 Words	284; D - aud (wd bk)	1.40
The Up and Down Book	42; A - lan; 111; B - lan; 266; D - lan	0.75
The Very Hungry Caterpillar	267; D - th	2.85
The Very Little Girl	42; A - th; 73; A - dis (paperback)	1.10
The Very Little Boy	42; A - th; 73; A - dis (paperback)	1.10
Wake Up Father	179; C - th	0.50
Watch Me Indoors	110; B - lan; 180; C - th	3.95
What can I do?	111; B - lan	0.25
What can jump?	111; B - lan	0.25

Title	Page, Program Block and Type of Activity	Cost
What Colour Is It?	266; D - lan	1.50 1.20
What Happens Next?	266; D - lan	2.90
What is big?	111; B - lan	0.25
What is little?	111; B - lan	0.25
What is that?	178; C - lan; 287; D - rh	0.39
Where Do You Live?	265; D - lan	0.39
Where is Home?	266; D - th	3.60
Where's My Baby?	266; D - lan	0.95
Whistle for Willie	112; B - th; 179; C - lan	0.65
Who Are We?	265; D - lan	1.20
Who Are You? (at present out of print)	42; A - th; 343; E - lan	1.00
Who Took the Farmer's Hat?	344; E - lan	0.90
Whose Little Bird Am I?	343; E - lan	1.70
The Wonderful House	344; E - lan	0.39

APPENDIX D

RECOMMENDED READING BOOKS FOR CHILDREN

Title	Page, Program Block and Type of Activity	Cost	
			$
At School	362; E; 363; E	set	0.75
big and little	280; D;	set	1.65
*Big Brother	279; D		0.50
*The Big Happy ABC	284; D - aud (wd bk)		1.00
*Big Sister	279; D		0.50
Busy	278; D		0.50
*The Cat in the Hat Beginner Book Dictionary	284; D - aud (wd bk)		2.95
*Child's First Dictionary	284; D - aud (wd bk)		1.00
*Father	362; E		0.50
Father Mouse	362; E		0.20
*Grown Ups	278; D		0.50
here is the family series	362; E	set	1.00
He's Hopping	279; D		0.10
I am Busy	278; D	set	2.20
I am in a tent	278; D		0.25
I am a Mouse	278; D		0.20
I see a giraffe	279; D		0.25
I'm dancing	278; D		0.10
I'm Drawing the Sun	279; D		0.10
I'm Kimi. I'm a Boy	279; D; 362; E		0.10
The Light Green Book	279; D		0.25
Look at me	279; D		0.25
Look at This. This is a Pencil	280; D		0.10
*Me	278; D		0.50
*Mother	362; E		0.50
*Mother Animals and Baby Animals	267; D	set	1.23
Mother Mouse	362; E		0.20

* occurs in both lists

Title	Page, Program Block and Type of Activity	Cost
*My Pictionary	325; E - dis (wd bk)	1.38
Oh Look at This!	279; D	0.50
One, two	363; E	0.35
People We Know	362; E	0.50
*Picture Dictionary - Stage 1 J.I.L.A.P.	284; D - aud (wd bk)	1.20
*Pictures and Sounds abc	284; D - aud (wd bk)	1.20
*PM Listening Skill-builders	284; D - aud (wd bk)	0.20
Simon's Day	278; D	0.35
This is a Big Box	280; D	0.10
This is a Boy. That's a Girl	280; D	0.10
This is the Door	280; D	0.10
This is Manu. He's a boy. He's running.	279; D	0.10
*This is the way I go Series	279; D	set 2.50
Travelling	362; E	0.50
*2000 words	284; D - aud (wd bk)	1.40
What are we doing?	362; E	set 1.20
What are we making?	362; E	set 1.20
*What can I do?	279; D	0.25
What can jump?	279; D	0.25
*What is big?	362; E	0.25
*What is little?	362; E	0.25
Which are you?	278; D; 363; E	0.25
Who are you at the zoo?	278; D	set 0.75

* occurs in both lists

APPENDIX E

SELECTED REFERENCE BOOKS FOR TEACHERS

"Aborigines and Education" edited by S.S. Dunn & C.M. Tatz (Sun Books, 1969)	$3.75
"Beginnings" Nuffield Mathematics Project (W & R Chambers & John Murray, 1967)	$3.10
"Discovering the Physical World" by Alice Yardley "Young Children Learning" Series (Evans, 1970)	$3.15
"Exploration and Language" by Alice Yardley "Young Children Learning" Series (Evans, 1970)	$3.15
"Freedom to Learn: An active Learning Approach to Mathematics" by Edith E. Biggs & James R. MacLean (Addison-Wesley (Canada) Ltd., 1969)	$6.90
"Mathematics for Younger Children" by Edith Biggs "British Primary Schools Today" Series (Macmillan Education, 1971)	$1.80
"Mathematics: the First Three Years" Nuffield/CEDO (W & R Chambers & John Murray, 1970)	$4.00
"Reaching Out" by Alice Yardley "Young Children Learning Series (Evans, 1970)	$3.15
"Report on The National Workshop on Aboriginal Education: Priorities for Action and Research" edited by Betty H. Watts (Department of Education, University of Queensland, 1971) - available from Office of Aboriginal Affairs, Canberra	
"Special Schools Bulletin" - periodical (Aboriginal Education Branch of Welfare Division, Northern Territory Administration, Darwin)	
"Teacher" by Sylvia Ashton Warner (Penguin, 1966)	$1.00

APPENDIX F

INDEX OF FIRST LINES AND TITLES OF RHYMES

1. The ants are walking under the ground p.260
Apple Picking No. 52 p.370
2. Ball, ball p.371
3. Bang goes the hammer p.127
Bees No. 35 p.38
4. A bird has two legs p.296
Boys No. 118 p.259
5. The boys and girls who stay at home pp.109, 336
6. Boys' boots are big p.259
The Broken Chair No. 70 p.286
7. Can anyone tell me, does anyone know p.37
Cats No. 8 p.261
8. Cats are climbing on the roof p.261
9. Climb in the Rocket pp.259, 336
Cluck! Cluck! No. 10 pp.263, 336
10. "Cluck! Cluck!" called the hen pp.263, 336
11. Coconuts are tasty p.260
Corroboree No. 106 p.338
Counting Toes No. 94 p.202
12. Dig a little hole p.370
13. Five little possums p.340
14. Five ripe mangoes pp.140, 264
Four and Five No. 111 p.36
15. Gallop pony gallop now pp.285, 369
16. Gilly Gull p.285
Girls No. 119 p.259
17. Go and get some gum p.285
18. Go! Go! Go! p.285
19. Googa Goanna goes to wait p.285
20. Great big bullfrog p.386
21 Grubs in the grass p.285
Hairy Man No. 23 p.339
The Hammer No. 3 p.127
22. Hammers are tools p.269

23. He is creeping p.339
24. Here is Daddy's razor p.174
25. Here is the emu straight and tall p.174
Henry's House No. 26 p.64
26. Here is Henry p.64
27. Here is a puzzle p.337
28. Hop, hop, kangaroo pp.107, 263, 369
29. A house is on fire p.340
30. I am striding like a giant pp.37, 336
31. I beg your pardon, Mrs Bardon pp.172, 336
32. I can jump, jump, jump pp.107, 336
33. I can see a butcher p.340
34. I don't know p.338
35. I don't like bees p.38
36. I have ten little fingers p.202
37. I hide my hands p.64
38. I jump up and down p.286
39. I like cake and I like candy p.38
40. I like gumleaves p.263
I like Plums No. 41 pp.38, 369
41. I like red plums pp.38, 369
42. I like to stay at home and put p.339
43. I like to watch the puffs of smoke p.38
44. I saw a slippery, slithery snake pp.285, 336
45. I sit on the ground p.38
46. I stir my pudding, stir it so pp.194, 369
47. I think mice p.261
48. I'm busy, busy, busy p.340
49. I'm a frog, I'm little pp.37, 336
50. I'm looking in the mirror p.37
51. I'm peeping through the railings p.337
52. I'm picking apples from a tree p.370
53. I'm a policeman pp.37, 336
54. In the morning p.372
55. In the tree p.107
56. Is that you p.338

57. It doesn't breathe p.36
58. Jeremiah, blow the fire pp.64, 369
59. Jump with two feet p.202
Kangaroo No. 28 pp.263, 369
Kangaroos No. 78 p.139
60. Kangaroos are tall and strong p.261
Ladder Climbing No. 117 p.128
Let's Be Firemen No. 29 p.340
61. Little Arabella Miller pp.65, 263, 336
Little Balls No. 62 p.260
62. Little balls are bouncing p.260
63. The little boy wanted a friend p.337
64. A little boy went walking on a lovely summer's day pp.175-6
65. Little red see-saw p.338
66. Look at all the girls and boys p.338
Look at Me No. 38 p.286
Mangoes No. 14 pp.140, 264
Mice No. 47 p.261
67. Mix a pancake p.369
68. Molly the cow said, "Moo! Moo! Moo!" p.340
69. My buttons are bright p.262
70. "My chair! My chair!" p.286
My Daddy No. 71 p.172
71. My Daddy's tall p.172
72. My feet are still p.261
My Hands No. 37 p.64
73. My motor is humming p.36
My Mother No. 102 p.127
74. My mother said p.339
My Nose No. 57 p.36
75. My skin is green p.260
76. One and one are two p.262
77. One is one p.296
78. One little Joey p.139
79. One mother hen is scratching all about p.202

80. One potato, two potatoes p.385
81. One to get ready p.296
One, Two, Me and You No. 77 p.296
82. One, two, three p.371
83. Pad - Pad - Paddipaws is my cat p.370
Paints No. 126 pp.291, 369
84. Parrots play as they fly past p.369
85. Peter likes porridge p.370
86. Piggy on the railway pp.339, 369
87. Pitter patter p.369
The Pocket No. 112 p.339
The Policeman No. 53 pp.37, 336
88. Poor little puppy! p.369
89. Pretty Polly Parrot p.369
90. Put the popcorn in the pan p.369
91. Put your finger in Foxy's hole pp.339, 369
92. Rain on the roof-top p.128
93. Rat-a-tat-tat p.127
Roll Over No. 105 p.386
94. Rosalie Rose p.202
95. Scratch, scratch goes Tommy the cat p.127
96. The seagull curves his wing p.337
97. Sh! ... Listen! ... pp.261, 369
98. Sidney sings a song at supper p.64
Simon Snail No. 99 p.64
99. Simon Snail goes walking p.64
Singing Songs No. 98 p.64
Six Little Ducks No. 100 pp.65, 336
100. Six little ducks went out one day pp.65, 336
101. Six ripe plums pp.262, 369
102. Sometimes, she's looking after Baby p.172
103. Stamp, stamp, heavy and slow p.261
Stars No. 115 p.371
104. Stir the soup in the pot pp.64, 369
Stirring No. 104 pp.64, 369
105. There were ten in the bed p.386
106. They are dancing p.338

107. This is Fred pp.108, 263, 336
108. This is my saucer p.173
109. This is the ship p.173
110. This is the sun p.173
111. Today I'm four p.36
112. Today when I p.339
Tommy the Cat No. 95 p.127
Tottie Turtle No. 135 p.194
The Train No. 113 pp.127, 369
113. The train is going up the track pp.127, 369
Trees in the Wind No. 131 p.64
114. Turn the tap pp.194, 369
115. Twinkle stars in the sky p.371
116. Twinkle, twinkle, little star p.337
117. Two busy feet p.128
Watching No. 43 p.38
118. We are boys p.259
119. We are girls p.259
120. We are cutting with our scissors pp.259, 369
121. We are men p.259
122. We are possums pp.259, 369
123. What do you suppose pp.286, 336
What Will They Be? No. 125 pp.262, 336
124. What's become of John boy p.175
125. When Craig grows up pp.262, 336
126. When I put yellow pp.291, 369
127. When you are walking by yourself p.337
128. Where are you going p.128
129. Where is Tottie p.338
Who am I? No. 30 pp.37, 336
130. Who's that knocking pp.128, 336
131. The wind blows high p.64
132. Workman, Workman p.341
133. Wouldn't it be funny p.339
134. You are so fast pp.336-7
135. You can't touch Tottie's tummy p.194
You Do It Too No. 32 pp.107, 336
136. Zero zero fat and round p.296

APPENDIX G

INDEX OF GAMES

Title	Page, Program Block and Type of Activity
"Are You the Leader?"	333-4; E - lan
"Build this Picture"	367; E - aud
Circling	374; E - vis; 353; E - rdg
Completing Rhymes	372; E - aud; 286-7; D - aud
"Construction"	389; E - dis; 373-4; E - vis
Definitions	388; E - dis; 358; E - rdg; 334-5; E - lan
Descriptions	388; E - dis; 358; E - rdg; 334; E - lan
Detective Game	329-30; E - lan; 277; D - rdg; 270; D - rdg; 269; D - lan; 256; D - lan
Discrepancy	335; E - lan
"Do They Rhyme?"	373; E - rh; 287; D - rh
Drama	269; D - lan; 257; D - lan
"Feel It"	388; E - dis; 333; E - lan
"Hidden Pictures"	374; E - vis
"I Spy"	367; E - aud; 328; E - lan; 282; D - aud; 258; D - lan
Imitating Sounds	366; E - aud; 281; D - aud
Introductions	258; D - lan
Inventing Rhymes	286-7; D - aud
"Is It Like This?"	334; E - lan
"Is This It?"	389; E - dis; 388; E - dis; 332-3; E - lan
"Kim's Game"	374; E - vis
Locating nominated words	353; E - rdg
"Matching"	374; E - vis; 351-2; E - rdg; 271-2; D - lan
Mime	335; E - lan; 271; D - rdg; 256; D - lan
Missing Words	389; E - dis; 329; E - lan; 258; D - lan
"Mummy Went to the Store"	258; D - lan
"Naming"	352-3; E - rdg
Nominating Rhyming Words	373; E - aud; 287; D - aud
"Number of the Day"	382; E - dis

Title	Page, Program Block and Type of Activity
"Pairs"	352; E - rdg
Parts	289; D - vis
"Phonic Circling"	368; E - aud
Phonic Memory Game	367; E - aud
"Picking"	374; E - vis; 351; E - rdg
"Pointing"	366; E - aud; 282; D - aud
Question-and-Answer Games	388-9; E - dis; 346; E - lan; 330-1; E - lan
Rhyming Pairs	372; E - aud
"Rubbing Out"	351; E - rdg; 374; E - vis
"Same or Different?" (visual)	374; E - vis; 327; E - lan; 288; D - vis
"Same or Different?" (auditory)	366; E - aud; 327; E - lan; 288; D - vis
Secret Messages	325; E - rdg; 272; D - rdg
Similarities and Differences	388-9; E - dis; 328; E - lan
"Smell It"	333; E - lan
Sound identification game	282; D - aud
"Susie Seasnake likes..." (Pippo Possum/Googa Goanna)	283; D - aud
Tachistoscopic Program	389; E - dis; 373; E - vis; 288; D - vis
Telephone Conversations	327; E - lan; 257; D - lan
Television	257; D - lan
Tracks	374; E - vis; 288-9; D - vis
"What am I doing?" Mime Game	327; E - lan
What are They?	388; E - dis; 331; E - lan; 329; E - lan
"What's Henry/She/He Going to Do?"	271; D - rdg; 272; D - rdg; 257; D - lan
"What's in My Hand/Her Pocket?"	388-9; E - dis; 358; E - rdg; 331-2; E - lan
"What's My Number?"	332; E - lan
"What's She Going to Do?"	371-2; D - rdg; 257; D - lan
"Where is Henry Hiding?"	327; E - lan
Which One is Different?	374; E - vis
"Which One is Right?"	370-1; E - aud

Title	Page, Program Block and Type of Activity
"Which One Went Away?"	352; E - rdg
"Which Sound Does Not Belong?"	388; E - dis; 365; E - aud; 281; D - aud
"Which Two are the Same?"	374; E - vis
"Which Word Does Not Belong?"	366; E - aud; 282; D - aud
"Which Word Does Not Rhyme?"	373; E - rh; 287; D - rh
"Who am I?" - Voice Identification Game	333; E - lan
"Who am I?", "What am I?"	327; E - lan
"Who is he?" "Who is she?"	328; E - lan
"Who Said It?"	328; E - lan
"Whose Tracks are These?"	289; D - vis
"Word Check"	353; E - rdg
"Word Lotto"	351; E - rdg

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Every reasonable precaution has been taken to trace the owners of copyrighted material and to make due acknowledgement. Any omissions will be gladly rectified in future publications.

Known sources of the rhymes indicated by the numbers shown in Appendix F (pp.424-8) are gratefully acknowledged as follows:

ABC rhymes by Katherine Blowen (Dominie, 1967) - Rhyme No. 97.

Action Poems and Plays for Active Little People by Katherine Blowen (Dominie, 1969) - Rhymes Nos. 28, 115.

All Around You compiled by T.H. Parker (Blackie, 1970) - Rhyme No. 47.

A Beginning Book of Poems selected by Marjory Lawrence (Addison Wesley, 1967) - Rhymes No. 126.

Favourite Poems to Read Aloud selected by Dr M.B. Parke *et al* (Wonder Books, 1958) - Rhyme No. 76.

Finger Play for Nursery Schools by Hilda I. Rostron (Pitman, 1954) - Rhymes Nos., 3, 46, 51, 52, 95, 99, 108, 109, 117, 131.

Finger Plays by Adelaide Holl (Golden Press, 1964) - Rhyme No. 53.

Finger Plays and Action Jingles compiled by Senior Kindergarten Students - Supplement to *N.Z. Speech Therapists Journal*, May 1956 (Speech Clinic, Christchurch) - Rhymes Nos. 64, 100, 113, 130.

Finger Plays and Action Rhymes by Yvonne Winer (Angus and Robertson, 1970) - Rhymes Nos. 20, 37, 44, 62, 110.

Junior Verse in Action - Book 1 by C.V. Burgess (University of London Press, 1964) - Rhyme No. 67.

Keep a Poem in Your Pocket compiled by Charlotte S. Huck *et al* (Scott Foresman, 1971) - Rhymes Nos. 32, 74.

Mime and Rhyme by Frances Wilkins (Blackie, 1962) - Rhyme No. 166.

More Good Speech by Margaret Clarke (Oldham's Press, 1961) - Rhyme No. 70.

Nicky and the Duck by Mavis Hampson (Sounds and Rhythm 1, Ginn, 1969) - Rhymes Nos. 6, 39, 111, 114.

Now We Are Six by A.A. Milne (Methuen, 1927) - Rhyme No. 124.

Number Rhymes and Finger Plays by E.R. Boyce and K. Bartlett (Pitman, 1941) - Rhymes Nos. 13, 25, 36, 81, 91.

People in the Neighbourhood by Jane Bells Moncure (The Child's World, 1969) - Rhyme No. 29.

Poems and Rhymes, Vol 1 Childcraft (Field Enterprises Educational Corporation, 1971) - Rhymes Nos. 96, 116.

A Rocket In My Pocket compiled by Carl Withers (Bodley Head, 1969) - Rhyme No. 82.

The Secret Place and Other Poems by Dorothy Aldis (Scholastic Magazines, 1962) - Rhymes Nos. 57, 127.

Speech Rhymes - Introductory Book - edited by Clive Sansom (A. & C. Black) - Rhymes Nos. 15, 58, 73, 87, 93, 104.

Speech Training Rhymes and Jingles Part 1 - Supplement to *N.Z. Speech Therapists Journal* 1959 (Speech Clinic, Christchurch) - Rhymes Nos. 41, 69, 85, 89.

This Little Puffin compiled by Elizabeth Matterson (Penguin Books, 1969) - Rhymes Nos. 44, 61, 86, 123.

Time For Poetry compiled by May Hill Arbuthnot (Scott, Foresman, 1959) - Rhyme No. 128.

The Treasure Ship by Mavis Hampson (Sounds and Rhythm 2, Ginn, 1969) - Rhyme No. 98.

V Is for Verses by Odille Ousley (Ginn, 1964) - Rhymes Nos. 2, 65, 133.

We Play and Grow - Book 3 - *Rhymes For Me To Speak* by Maisie Cobby (Pitman) - Rhyme No. 33.

The Zoo that Grew by Ilo Orleans (Henry Z. Walch) - Rhyme No. 112.